

**PEER INTEGRATION IN A FURTHER
EDUCATION COLLEGE:**

**Evaluating the Outcomes for Mainstream Students
and their Peers with Severe Learning Difficulties**

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ABSTRACT

The research project is concerned with the effects of a peer integration project involving students with severe learning difficulties (SLD) and other students in a Tertiary College. The primary aim of the research was to investigate changes in attitudes. Of additional interest were the differential outcomes of process and motivational factors in terms of retention and social outcomes.

The study uses both quasi-experimental and quantitative methods. Statistically significant results were obtained in the measurement of attitudes demonstrating that the project attracted volunteers who held more positive attitudes towards disability than a reference group. These attitudes became less idealistic and less neutral as volunteers engaged with ways of making integration work. Volunteers with intrinsic motivation had the best attendance.

The qualitative study confirmed these findings. Volunteers described the development of positive and differentiated attitudes towards their peers and felt empowered by the experience to plan on-going involvement with people who have SLD, who they saw as unexpectedly capable, motivated and mature. The term 'inclusive behaviour' was coined to describe practical ways in which they supported students.

Students who have SLD were able to identify students from other courses and averaged five integrated sessions per week compared with none prior to intervention. They described increasing normalisation of social relationships and positive feelings about mainstream peers.

An analysis of social structures and relationships in both studies revealed differences in attitudinal and behavioural outcomes according to activity. Volunteers in 1:1 tutoring settings retained hierarchical relationships, while lessons with staff and leisure activities resulted in more egalitarian and social outcomes leading to further contact. Volunteers described linked, rather than co-operative social structures and roles that facilitated learning.

Changes in attitudes were maintained over two years and behavioural outcomes were reported by ex volunteers. More than half of ex volunteers maintained contact with people with disabilities, albeit in a professional capacity.

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I dedicate this study to Abigail Hayhoe, who has lived with it for half her life.

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CHAPTER ONE

RATIONALE FOR THE STUDY

Integration Post 16 : The Partners Scheme

Part One

The Integration of students with severe learning difficulties into difficulties into further education

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CHAPTER ONE
RATIONALE FOR THE STUDY
Integration Post 16 : The Partners Scheme

Part One

The integration of students who have severe learning difficulties into further education

It is not very long ago that able bodied educators and policy makers sought to provide special education for students who have learning difficulties by constructing a safe and nurturing environment in which they could benefit from special methods designed to help them to overcome their disabilities. Because this meant separating young people who have learning difficulties from their peers, the professionals thought hard about ways of enabling the two groups to meet, so that able bodied young people could help their disabled peers to learn how to be normal.

Times change, and we, the 'disabling professionals' (Hackney 1991) approach the millennium faced with the challenge of including all learners in our schools and colleges, finding ways in which they can be 'actively included and fully engaged in their learning' (FEFC 1996) and struggling to define the extent to which we can address the realities of institutional discrimination while taking account of individual differences. These changing attitudes and policies have provided a backdrop to this study. What began as an investigation of the outcomes of a peer integration scheme has become an evaluation of one means of access to further education for students who have severe learning difficulties – the resources of their peers.

1.1 The rationale for this research

Bradley, in her recent review of research concerning students who have disabilities and/or learning difficulties in further education concluded that the field is 'dominated by discourse rather than research, by conjecture rather than evidence, by intuition rather than evaluation' (Bradley et al, 1994). She cites a lack of secure evidence base on which to ground decision making.

As a 'practitioner' who has worked for over 20 years as a teacher and lecturer in special education and learning support in England and America my objective is to provide a greater understanding of the outcomes of a real-life, permanent

initiative which sets the experiences of a community of students against the findings of the research community.

This study provides secure evidence for differential outcomes of a peer integration scheme for students who have severe learning difficulties. Specifically, it is intended to help social policy makers to maximise the effectiveness of education integration programmes in three ways. Firstly, it compares changes in attitudes among populations of mainstream students who have been involved in sustained contact with students who have SLD with those who have not; secondly, it sheds light on the effect of process factors (including social setting and relationship roles) and thirdly, it provides a platform for the opinions of students who have severe learning difficulties. These factors will be considered in the light of students' motives for becoming involved in such a scheme.

The study centres around a peer integration initiative - The Partners Scheme - at Richmond upon Thames College. The scheme, the research context and the development of research questions and hypotheses are described in the first three chapters of this study. Much of the research concerns the motivation, attitudes and actions of the mainstream student participants. The over-riding concern, however, is to place students who have learning difficulties at the centre of the study – identifying the extent to which such a scheme benefits them in immediate and concrete ways by providing a flexible layer of social and learning support and in more complex and pervasive ways by the demolition of attitudinal barriers. The scheme is not intended to perpetuate a set of hierarchical relationships involving one set of students feeling good about helping another. We wish to provide an opportunity for a community of students to meet on a basis of shared activity desired by both in a climate of mutual enjoyment and status as part of a real and permanent institutional structure. These factors are very difficult to measure; but this study, through the careful use of combined methodology, contributes to knowledge about the effect of specific aspects of the scheme.

“ A ...problem involves the assumption that by integrating the handicapped and non-handicapped the handicapped will benefit from the association with their non handicapped peers and the handicapped will benefit from the development of an understanding of handicapping condition ... this simply will not happen. The non-handicapped children will bring to school with them ... the fears, superstitions and prejudices of their parents, as well as some of their own. Therefore... we may further segregate severely and profoundly retarded children

and subject them to being ignored, ridiculed or possibly abused by their non handicapped peers."

(Burton & Hirshoren, 1979)

If students who have learning difficulties are part of the fabric of our colleges and inclusive learning and collaborative interaction are the norm, the problems surrounding the shifting population of 'us and them' should be diminished.

This study offers evidence that a peer integration programme does result in identifiable benefits and does not result in further segregation. The findings offer evidence that will enable policy makers to understand the effect of integration in challenging the 'fears, superstitions and prejudices' of mainstream students and to identify practice likely to lead to status and support for the students who have severe learning difficulties in the changing context of Further and Tertiary Education.

1.2 Concepts about disability

Throughout the study, reference is made to students who have 'severe learning difficulties' (SLD). This reflects current use of terminology which includes a broad range of individuals who share some common characteristics. I use the term for reasons described by Sutcliffe (1996); 'the majority of people described as having 'learning difficulties' prefer this term to the old fashioned and now out of date label 'mental handicap' or even the more recent term 'learning disability'. It is also terminology used by the FEFC and was confirmed in their recent consultation exercise with students in F.E. who felt that it broadly conveyed the nature of their situation without having to provide a catalogue of specific learning difficulties and/ or disabilities (FEFC 1996).

The attempt to describe the subjects of this study reflects the contemporary tensions surrounding classification. I share the reluctance to identify individuals by their disabilities, yet seek to analyse an initiative designed to break down specific barriers experienced by these students. For this reason, the individuals who have SLD involved in the research project are described in brief case studies in Appendix 8.2. However, it is important to locate the boundaries and applicability of this research between students who have profound and multiple learning difficulties (who are still under represented in colleges of further education) and students who have moderate, mild or specific learning

difficulties for whom many of the issues of social integration and educational access are resolvable in other ways.

The students featured in this study represent a cohort who, with support, are accessing a full-time 'independence' curriculum within a mainstream college which offers very little opportunity for other provision at entry level (pre NVQ 1). Members of this cohort often defy rules about the ability of 'most' students to share mainstream classrooms. They are the students for whom 'inclusive education requires both careful planning and resourcing and a commitment to courageous policy change' (Jupp 1993). The peer integration scheme described here does not claim to be such an initiative. It does not offer a model of practice for opening mainstream classroom doors to the most challenging learners, nor does it allay those justified reservations about 'quality of life in the independence curriculum' (Corbett 1989). However, it does allow them to share both learning and social activities with others on a daily and self-chosen basis.

It is important to clarify the conceptual model of disability which underpins this research. Different definitions of disability lead policy makers and practitioners in different directions. Bradley (1994) identifies three broad perspectives characterising work in this area which outline the implications for practice leading from each definition. They are summarised below:

PERSPECTIVE	DEFINITION	IMPLICATION FOR PRACTICE
INDIVIDUAL FACTORS	Medical or deficit model: personal misfortune and the need for professional intervention	Change or support students in order to facilitate participation...usually by...additional or separate provision
INTERACTIONAL FACTORS	Mismatch between individuals and organisations. Environmental factors may be more or less inhibiting to individual access.	Support individual to meet demands of the system, or modify the system to respond to broader range. Differentiation and whole college models as examples.
SOCIAL FACTORS	Disability is created by the social environment: it exists only as a social phenomenon.	Wider, systems level perspective involving reform of social, political and economic factors : change educational institutions to accommodate all.

Figure 1 Perspectives on disability (summarised from Bradley , Dee and Wilenius 1994)

Norwich (1996) opposes 'a framework of thinking based on fixed dichotomies', arguing that distinctions such as the medical versus the social model of disability can be characterised as a form of stereotyping – denying, for example, the 'distinguished tradition within medicine which recognises the role of psychological and social causation in disability'. He identifies confusions of

definition arising from a multi-dimensional conceptualisation of the 'problem' of disability which seeks to reconcile questions of causal origins, control and responsibility and action or intervention within an individual/social polarisation. He argues against the 'false dichotomy' between a focus on needed provision and on categories of difficulties and disabilities' and draws on the conceptualisation of a 'connective specialism' – referring to the interdependence of different specialisms and the sharing of a relatedness to the whole (Young 1995). This model, referred to later in this chapter, admits that 'special education' is about balancing the values of individuality, equality and social inclusion. It recognises the tension between different views about 'difference' and seeks to resolve them by providing for a balance between different kinds of need. Norwich's (1996) conceptualisation of kinds of educational needs as common, exceptional and individual is consistent with current concepts about models of inclusive learning support in colleges (FEU 1993) whereby institutional structures are designed to provide increasingly specific levels of support within a whole college framework.

This study is located comfortably within a model in which an understanding of individual differences and their implications for learning is considered to be essential to the development of responsive services for all students on an institutional level and to the adaptation of inclusive classroom practices.

1.3 The move towards inclusion

1996 was a milestone in the short history of education for learners who have severe learning difficulties. Inclusive Learning, the long awaited report of the Learning Difficulties and/or Disabilities Committee of the Further Education Funding Council (FEFC 1996), was published soon after the completion of data collection for this research. Its findings appeared too late to influence this study, but the climate on which it reports and the debate with which it engages provides the context for this work. Inclusive Learning gives a snapshot of provision in the 1990s, evaluating historical and current practice against the perspectives of service providers and users and culminating in a revised vision of the way forward. This study and its findings must be seen in the light of the recommendations of Inclusive Learning. The five years during which the research was conducted represent a period of evolution in national education and training in the F.E. Sector in particular, and also in the thinking of the

researcher herself. The recommendations of the Council are presented in section 1.6.

The inclusion of students who have severe learning difficulties (SLD) in further or tertiary education is a fairly recent phenomenon, which responds largely to and in parallel with positive developments in the schools sector. Johnstone (1995) traces the expansion of educational entitlement to further education for people who have learning difficulties in an historical linear progression from medical care, through needs and segregation and finally to rights and entitlement – albeit with some overlap between these phases.

The 1970s marked a dramatic transition for children who have severe learning difficulties from a position of complete exclusion from the education system to a status of firm inclusion with the introduction of the concept of special educational needs (Warnock, 1978). The concept of integration as education for all in the least restrictive environment was defined and enshrined in the Education Act of 1981, following the Warnock recommendations.

The Act made clear the responsibility of mainstream schools for meeting special educational needs – particularly those of students who have learning difficulties. The 1988 Education Reform Act legislated for a National Curriculum which dictated a richer and wider range of educational experience for many young people receiving special education. The Code of Practice arising from the 1993 Education Act clarified expectations that schools address 'special educational needs' as a comprehensive policy.

In North America, the principle of normalisation – which emphasises culturally normative or valued experiences for people with disabilities (Wolfensberger 1972) – provided an influential model for integration in education. Public Law 92-142, The Education for all Handicapped Children Act (1975) legislated for the right of all children to be educated in the least restrictive environment – generally perceived to be mainstream education. This long experience of integration in action has given rise to a substantial body of research and consequently much of the evidence about the success or otherwise of integration is drawn from the USA.

A review of the literature on integration commissioned by the Organisation

for Economic Cooperation and Development (OECD), drawing on findings from around the world, concludes that it has become taken for granted that the proper place of education for students who have disabilities is the ordinary school (Hegarty, 1993). Italy, Denmark, the United Kingdom and the United States, for example, have legislated for a move away from segregated education during the last 20 years. The Salamanca statement, published at the UNESCO World Conference on special needs education (UNESCO 1994) declared a belief that 'regular schools are the most effective means of combating discriminatory attitudes...moreover they provide effective education for the majority of children and improve..the effectiveness of the entire education system.'

Students who have Learning Difficulties in Further Education

Many young people who have learning difficulties have experienced some degree of integration in their school lives as a result of the legislation of the last two decades. Colleges of Further Education, Tertiary and Adult Education have increasingly provided them with opportunities for further education and training. A survey of Further Education in 1973 found that the proportion of those leaving special schools entering F.E was only 10%. This figure did not include children who have severe learning difficulties who remained outside the school system at the time. By 1987, approximately half the colleges of further education in England offered some provision for students who have learning difficulties, although emphasis was still on courses for students who have moderate or mild difficulties (Stowell, 1987). A 1997 review of provision for students who have disabilities and learning difficulties (Meager 1990) found that all colleges responding to the survey (60% of colleges in England) made provision for students who have disabilities or learning difficulties, accounting for approximately 5.7% of the enrolled student population. Of these students, 15.1% were described as having severe learning difficulties.

Despite the increasing lobby in favour of provision for diverse students in further education, the inclusion of students who have severe learning difficulties has proved to be problematic. Although they are legally entitled to education to age 19, this is often provided in schools. Provision in colleges post 19 is patchy and often part-time (Sutcliffe, 1992).

Parallels have been drawn between the equal opportunities movement that

highlighted discriminatory practices relating to gender, age or ethnic background and the movement for empowerment of people who have disabilities. But Johnstone (1995) points out that unlike the former groups, there is little opportunity to turn to legislation to clarify the position of people who have disabilities in education. The legislation supporting the inclusion of students who have special educational needs in schools was unaccompanied by increased funding and within the last five years, the educational climate in both secondary and tertiary education in this country has become increasingly competitive and outcome oriented at the expense of broader educational objectives.

Barton and Corbett (1993) describe a reassessment of what constitutes both 'special needs' and 'integration', arising from contrasting developments which emanate from different contexts.

From a market ideology there are demands for accountability and responding to consumer needs. From the disability movement there has been increased pressure for civil rights legislation and policy changes.

The 1991 White Paper Education and Training for the 21st Century set down a series of National Education and Training Targets in an attempt to improve the quality of the work force and raise standards in the U.K. The government urged Further Education Funding Councils to fund only externally accredited courses, and a percentage of colleges' budgets are linked to outcomes. To encourage competition between institutions, league tables of exam results are being published. There is a fear that colleges will compete for students who have higher levels of attainment who are likely to complete courses faster, thereby costing less and earning more (Maudslay and Dee, 1995).

It is also feared that, for all students, the advantages of a broad educational experience will be lost within the framework of a narrowly specific vocational or academic curriculum.

" Education must be aimed at informed adulthood, lifelong learning and concern for others as well as vocational proficiency , "
(McGinty and Fish, 1992)

The Further and Higher Education Act of 1992 included safeguards to protect the interests of more vulnerable groups of learners, including those

with learning difficulties. Differential funding mechanisms ensure that colleges are having to address the needs of these learners at a strategic planning level (Maudslay and Dee, 1995).

1.4 Entitlement

The development of learning support systems in further education, still not widely adopted nationally (Whittaker 1992), focuses on learner requests for support and is related to the notion of 'entitlement'. In 1993, the Further Education Unit published Supporting Learning, a comprehensive conceptualisation of principles and implementation strategies for students who have disabilities and learning difficulties in further education. This influential document introduced a notion of whole college systems which offer increasingly specific support for students in particular circumstances.

All learners are entitled to a range of learning opportunities which will enable them to fulfil their learning goals and ambitions and improve their life chances. Some learners will require specific, additional support in order to help them meet these goals and to allow them to participate and achieve fully.

FEU, 1993

Young adults who have learning difficulties are entitled to expect opportunities in further education for provision involving some degree of integration with mainstream students. Often this follows a school career which, despite recent initiatives, has been protected and without significant personal independence.

The ordinary procedures of a college should accommodate the learning needs of as wide a cross section of the general population as possible. The temptation to create separate or different systems should be resisted. The aim is to make 'regular' and 'ordinary' procedures flexible and inclusive

FEU 1993

Integrated further education is therefore seen as a right for all students, including those who have severe learning difficulties. They are empowered in theory to expect appropriate provision in their local colleges. This study suggests that people who have learning difficulties still depend on the positive attitudes of others to access these rights.

1.5 Adult Status

Further Education is a period of transition for all young people towards personal independence and adult status. The concept of adult status for students who have severe learning difficulties is relatively recent. The rejection of a developmentally based curriculum (Jenkinson, 1993) in favour of one that is functionally based has been crucial to integration of students who have severe learning difficulties, who are no longer expected to remain locked into learning skills that are appropriate for very young children. A functional, age-related, community-referenced curriculum is appropriate for all students – not just those who have learning difficulties (Ferguson, 1989).

The overall aim of transition from school into further education and beyond for young people is to achieve adult status. The OECD/CERI study (OECD, 1986) has suggested that goals should be set in four areas :

1. Employment, useful work and valued activity.
2. Personal autonomy, independent living and adult status.
3. Social interaction, community participation, leisure and recreation.
4. Adult roles within the family, including marriage.

Further Education has a vital role in supporting students who have severe learning difficulties to work towards these goals in an adult environment. Unfortunately the vision of adult status and the right to integrated further education for all students is currently compromised.

As long as the shape of the mainstream post 16 curriculum is influenced by funding controls, entry for young people who have cognitive impairments into mainstream education is likely to be problematic. Provision of any kind is threatened for students who are unable to achieve external accreditation. Within this political and economic climate, the entitlement of young people who have severe learning difficulties to some degree of integrated education is unlikely to be realised without intervention. The attitudes not only of law makers and teachers, but of fellow students, are seen to be crucial in the success of integrated provision.

The twin goals of integrated further education and adult status for students who

have severe learning difficulties cannot be achieved solely by policy makers. During the transition period of further education, young people themselves are often the strictest interpreters of status (McGinty and Fish, 1992) and much of the research about the effectiveness of integration in practice concerns the attitudes of teachers and of peers towards students who have learning difficulties in integrated settings. Young people who have severe learning difficulties find achieving adult status problematic for a number of reasons :

Social groups do not easily accept independent young people with disabilities and dependence is often preferred. ...The dependent care relationships formed...may stand in the way of independence and autonomy. (McGinty and Fish, 1992)

This study is concerned with facilitating integrated social and learning opportunities for people who have severe learning difficulties in further education, with particular reference to the role that ' mainstream' peers can play in supporting integration. It is particularly concerned with the impact on attitudes of relationships between students of differing abilities in Further Education and with the influence of varying situations on the different outcomes. If mainstreamed education is to be an effective option, the attitudes of non-disabled people have major implications for its success (Gottlieb, 1975; Hegarty, 1993). The research literature suggests that if people who have learning difficulties are met with positive attitudes they are likely to thrive academically and socially. (Bradley and Newhouse, 1975; Coopersmith, 1967; Gronlund, 1959), whereas negative attitudes may cause disabled students to discredit or reject themselves (Goffman, 1964). By getting to know students who have severe learning difficulties operating successfully in an F.E. context, it is anticipated that mainstream students will come to accept their right to equal opportunities and adult status. These attitudinal concepts are discussed in Chapter Two.

1.6 Institutional responsibility

The debate between segregation and inclusion cannot be separated from the practical consequences of political and economic trends in the further education sector which have polarised academic and vocational education at the expense of cross curricular skills and knowledge.

Maudslay and Dee, (1995) drew on the experience of college practitioners and managers; academics and officers from the Further Education Funding Council; the Further Education Unit and voluntary organisations to define a way forward. The importance of core skills and of practical living skills for all students (with or without learning difficulties) emerged as a key theme. Contributors stressed the importance of a curriculum which developed students' adaptability and allowed them to 'learn how to learn'. However, it appeared often to conflict with the development of holistic skills.

Young, (in Maudslay et al, 1995) examines analyses of changes in work organisation and the economy and suggest that they point to a new basis for overcoming the academic/vocational divisions that dominate post-compulsory education in England and Wales. He analyses the curriculum in terms of the concepts of divisive or flexible specialisation. Divisive specialisation he defines as:

- * sharp academic / vocational divisions
- * insulated subjects
- * absence of any concept of the curriculum as a whole

while flexible or connective specialisation is characterised by:

- * breadth and flexibility
- * connections between both core and specialist studies and general (academic) and applied (vocational) studies
- * opportunities for progression and credit transfer
- * a clear sense of the purpose of the curriculum as a whole

The latter context offers a better prospect for the inclusion of students who have disabilities and learning difficulties. As Norwich (1996) has acknowledged the challenge of inclusion is a challenge to the institution to address this wider issue.

Inclusive Learning (FEFC, 1996) builds on the educational philosophy and practices established during the 1980s and early 1990s, but proposes a key shift away from identifying differences between learners, consistent with models of disability that propose that differentiation can apply to a full range of learners.

Key recommendations include :

- * Avoiding a viewpoint which locates the difficulty with the student
- * Focusing on the capacity of the college to understand and respond to the individual learner's requirements
- * Colleges need to replace the emphasis on remediating learning difficulties
- * Instead, examine the environment in which learning takes place.

1.7 The separatist/Integrationist debate

Provision for students who have severe learning difficulties in Further or Tertiary education often takes the form of tailor made provision which generally exists as 'designated' or discrete courses with a general life skills or pre-vocational theme. Options of individual interest can be added, taking place in integrated settings within the college, or linked with experiences in the community or in adult provision. (FEU, 1989; Sutcliffe, 1992; Dee, 1988; Stowell, 1987). In terms of Warnock's (1978) concept of social, locational and educational integration, provision for students who have severe learning difficulties is most usually locational, with incidental social contact. Educational integration is less common.

These discrete forms of provision have been criticised as 'a perpetuation of damaging exclusion'. Fears about the quality of provision for the increasing numbers of students who have learning difficulties in Further Education (Whittaker 1994) have been to some extent confirmed by reports which indicate that inspection grades, awarded by the council's inspectors for provision for students who have learning difficulties and/or disabilities, are the lowest for any programme area (FEFC 1996). Almost half of the students followed programmes designed solely for students who have SLD.

However, Maudslay and Dee (1995) see two benefits implicit in the concept of discrete provision:

- * a curriculum designed to meet individual needs
- * a greater emphasis on the overt development of core skills and cross curricular themes

They cite two negative (and, they acknowledge, sometimes untrue) perceptions

of discrete provision as:

- * it is organisationally, administratively and possibly locationally separate
- * the course is not accredited

They question the extent to which the further education mainstream curriculum can challenge these negative factors while still answering the individual holistic needs of students.

1.8 Why Integrate ?

Participation, choice and empowerment are goals for the education of all students. "When individuals or groups of individuals are threatened by marginalisation, reducing marginalisation must be a central aim of any integrational process" (Bayliss, 1995). Many writers challenge policies and legislation that perpetuate 'the maintenance of the disabled identity' by 'discriminating, damaging and segregating practices' (Hackney 1991) and imply that without historical policies of institutional segregation, all learners would go to the same school and the curriculum would be tailored for the special needs of individual children. (Tizard, 1975).

Arguments for integration draw on both social and educational premises which have been defined and re-defined since the Warnock Report (Warnock 1978). Fenrick and Petersen (1984) offer a typical summary:

- * All persons have a right to as normal an environment as possible (Wolfensberger, 72). For young people, the norm is a 'regular' school or college experience.
- * students who have SLD will benefit more from education that maximises participation in 'regular' school or college.
- * New skills can be acquired through the models and stimulation provided by peers without learning difficulties.
- * students who have SLD will achieve greater social status and acceptance through integration.
- * students who have SLD will rise to the higher expectations of staff.
- * Students will be able to acquire skills closer to those needed for a complex heterogeneous environment.

However, the inclusion of students who have severe learning difficulties in mainstream settings is not in itself enough to ensure that they gain even this

range of benefits. Attempts to ensure equal opportunities and rights for those who are labelled as having 'special needs' have been subject to the criticism that they are entrenched in the attitudes and assumptions of segregation – operating within the discourse of charity and deficit (Barton, 1989). The notion that the educators and administrators who work towards de-segregation can be seen as 'disabling professionals' is uncomfortable and, in the view of this researcher, largely unjust. Nevertheless, an appreciation of the arguments and an honest appraisal of one's own position can only improve attempts to reduce marginalisation.

1.9 Contact Hypothesis

Research has demonstrated that social and educational advantages do not 'just happen' but are more likely to result from planned provision (Rynders et al, 1993; Jenkinson, 1993). Many studies support the view that physical proximity alone is not enough to improve relations between disabled and non-disabled students (Corman and Gottlieb, 1978; Semmel, Gottlieb and Robinson, 1979). Reservations about integration often centre around the argument that conditions for people who have learning difficulties can be worsened by an unsupported placement in a mainstream setting and there is some evidence for the view that initially positive attitudes can be reversed by the experience of participants (Guskin, 1973). Burton and Hirshoren (1979) summarise a divergent viewpoint in which they expose the "fantasy that some miracle will accrue and that their child by association begin to develop higher level cognitive skills."

According to Allport's contact hypothesis (1954), children without learning difficulties would be more likely to appreciate children who have severe learning difficulties as a result of the increased proximity afforded by integrated classrooms. Gottlieb and Leyser (1981) reviewed this hypotheses in a series of studies in which sociometric status was compared. Their findings indicated that integrated pupils had a lower social status than segregated pupils regardless of the school in which they were enrolled. Other studies by Gottlieb et al (1973, 1974) confirm this view. This research implies that proximity alone does not foster positive attitudes between heterogeneous groups.

In a review of the contact hypothesis as it concerns intergroup attitudes, Amir

(1969) identified a number of factors relevant to successful integration:

- * opportunities for contact
- * equal status contact
- * pursuit of common goals
- * institutional support

Gottlieb and Leyser (1981) discuss many of these factors in relation to the effect of contact between students who have SLD and others. Theirs is a sceptical view, highlighting some realistic constraints and emphasising the importance of effective intervention in improving the social acceptance of students who have learning difficulties.

1.10 The Access Model

Maudslay and Dee (1995) argue that the debate about effective provision should move beyond the polarity of integration and segregation into the concept of **access** for students who have learning difficulties. They propose a model that provides for:

“ grouping and regrouping, in which certain parts of the curriculum offered would allow students who have learning difficulties to develop their own identity while developing the communication and self advocacy skills necessary to articulate their own aims, while at other times individuals might choose to integrate into other options and learn alongside other students.”

This model is consistent with the concepts of Inclusive Learning (FEFC 1996), of models of Learning Support (FEU 1993) and of recent concepts of kinds of educational need (Norwich 1996).

Maudslay and Dee offer parallels between the experience of students who have learning difficulties and the experience of women. Many women have felt the need to confirm and strengthen the reality of their own beliefs in a discrete group at times, rather than to prove themselves at all times in a male dominated world.

The challenge is how to provide for these opportunities within a context of outcome related and high pressure provision. There is little prospect of an increase in staffing to support integration. Furthermore, extra staffing is not

always an appropriate way of helping students who have learning difficulties to participate inconspicuously in normalised teenage activities.

The role of students without learning difficulties in facilitating both social and educational integration has become increasingly topical. In the United States it has become common to provide extra support which is seen as an explicit benefit for the mainstream students. In this country, the use of volunteers has a firm base in adult basic education. Peer integration has also gained popularity in primary and secondary education, most usually involving the allocation of individuals by staff. It is less common for young adults who have learning difficulties in Further or Tertiary Education to be involved in structured interaction with peers, although Ainscow (1995) has highlighted the crucial role of peers in integrated classrooms, particularly in the context of cooperative learning.

The peer volunteer scheme upon which this study is based has been described as a good example of an internal initiative providing support (Bradley 1994). It can be seen as one way of giving students who have severe learning difficulties access to the experiences and learning opportunities of further education, in a way that maximises adult status and choice. However, whatever the model for integration, the quality and organisation of interaction between students who have learning difficulties will have a profound effect on its success.

1.11 The research mandate: Effective integration

Many researchers have identified the importance of peers in furthering opportunities for integration and in influencing the success of initiatives in this area. Many studies have also focused on the benefits accruing for the mainstream students themselves. In this study, a peer integration programme is evaluated in the context of a reassessment of Amir's (1969) intergroup attitude variables. Five variables have been identified as important areas for investigation. The major purpose of this study is to add to knowledge about the ways in which they affect the outcomes of peer integration in Tertiary education. They are :

- * *The attitudes of mainstream students.*

The major benefit of integrated programmes has been reported to be the facilitation of social **contact** between students, and contact has been found to be the main variable affecting **attitudes** (Brinker, 1986; Stainback & Stainback, 1982; Towfighy-Hooshyar & Zingle, 1984; Voeltz, 1982). The success of integration measures is dependent on the positive attitudes of peers as well as practitioners; handled well, contact can defuse fears and resistance and result in more helpful and confident behaviour (Jones and Guskin, 1984).

* *The motivation of mainstream students*

Deci and Ryan (1994) have demonstrated that students' involvement is affected by the extent to which they are motivated by intrinsic or extrinsic reasons for taking up opportunities for **contact**.

* *The staff climate within which the interaction takes place.*

Not only is **institutional support** essential for the success of an integration programme, the orientation of individual staff towards autonomy or control affects the climate within which students interact. Deci and Ryan (1994) demonstrated links between positive outcomes for students and autonomy oriented teachers.

* *The role of the mainstream students within the interaction*

Gottlieb and Leyser (1981) found that the best predictor of integration was the interactive environment provided by students without learning difficulties. "Direct intervention with non retarded peers appears to be the most fruitful way of ensuring that integration occurs." Cole, (1988) investigated the outcomes of two kinds of peer integration programme and demonstrated important differences in the social behaviour between the students involved, including the **egalitarian/hierarchical** polarity.

* *The social structure within which interaction takes place*

The **pursuit of common goals** is explored by Johnson and Johnson in their extensive work on cooperative versus individualistic or competitive social structures. They present strong evidence of the positive learning and attitudinal outcomes of cooperative learning conditions in integrated settings. Cooperative settings are more likely to sustain **equal status** among peers than are hierarchical social structures.

These variables are described in detail in Chapter Two.

The recent OECD research project on integration and special educational needs (1993) brought together a comprehensive account of international research on integration, intended to inform policy decisions and bring together issues of good practice. The efficacy and characteristics of effective integration programmes and attitudes to integration emerged as common themes Hegarty (1993), recommended for further research.

1.12 The views of people who have learning difficulties

Central to the research context are the opinions of the students themselves. The FEFC recently completed the most comprehensive consultation exercise ever initiated with students who have learning difficulties and disabilities. It provided a mandate for research which focuses on initiatives fostering interaction between students who have learning difficulties and their mainstream peers, yet confirming the importance to many students of maintaining contact with others who experience similar difficulties (FEFC 1996). Relevant points are summarised below:

	STUDENT VOICES
Transition	The most effective ...transition occurred when... the class contained people with similar learning difficulties.
Learner support	Inadequate provision of support workers was...an issue raised... by students studying in general further education colleges.
Learning support	Students felt that...general further education colleges with discrete learning units catered more effectively for their needs compared to integrated
Integration	Overall, students required "tailor made help and an integrated environment".
Attitudes	Ignorance and fear ... were seen as direct causes of discrimination against disabled students.
Disability awareness	Participants agreed there was a need for disability equality training for ... students ...They would then be well equipped to relate to fellow students.

Figure 2 The views of further education students who have learning difficulties and /or disabilities. FEFC (1996)

The current study seeks to take up this mandate by examining the role that a peer volunteer scheme can play in promoting integration by providing

opportunities for interaction in further education and as a way of promoting attitudes among students without disabilities that will increase the likelihood of positive behavioural outcomes.

In addition, the presence of such a scheme may provide other institutional benefits in terms of enhancing the college offer to the mainstream students, thereby addressing some of the broader educational goals which are in danger of being lost.

Part Two

The Partners Scheme

2.1 The Aims of the Partners Scheme

The Partners Scheme at Richmond upon Thames College has been developed as a structured way of facilitating integration between students who have severe learning difficulties (SLD) and mainstream students of the college. The aims of the Partners Scheme are presented in Figure 3.

THE AIMS OF THE PARTNERS SCHEME
<i>FOR students who have LEARNING DIFFICULTIES</i>
To provide a framework within which students who have learning difficulties can move away from entirely separate classes, enabling students to take up options of interest available to them outside their designated provision.
To enable students to exercise their right to personal choice by selecting additional activities, particularly those that are not available on the PVC course, such as foreign languages.
To improve and increase opportunities for students who have learning difficulties to take up leisure and sports options such as football and aerobics.
To enable students to use the canteen without staff support.
To provide students with the opportunity to gain experience in leaving group situations in favour of 1:1 and unsupervised situations.
To enable students to present a higher profile as contributors to college.
To extend the social network so that students can meet people from other courses on an equal basis through shared activities.
To improve students' opportunities to learn by providing high level of support in classes.
To challenge stereotyped images of people with learning difficulties, by giving individuals a chance to meet each other and speak up for themselves
<i>FOR MAINSTREAM STUDENTS</i>
To extend the social network so that students can meet people from other courses on a basis of shared interests.
To provide access to a wider variety of activities.
To provide access to a more supportive environment, with reduced emphasis on competition and pass/fail ethos.
To build personal confidence by becoming part of a successful team, and valued as such.
To provide an opportunity to share skills and talents.

Figure 3: The Aims of the Partners Scheme

Students who have severe learning difficulties are arguably among the least likely groups to gain access to learning opportunities in further education that are shared with other students. The Partners Scheme does not claim to provide a complete mechanism for curricular integration, but was constructed as a framework within which increased opportunities for contact between students who have learning difficulties and those who do not could be effected. The flexibility of the scheme allows for these opportunities to take place in a learning or in a social setting.

The scheme aims to support students who have severe learning difficulties, enabling them to take up shared options of interest with students who do not have learning difficulties, either by providing extra support in the classroom or by providing 1:1 support in additional activities. This aspect of the scheme is easily quantified. A breakdown of a typical year's Partner's activities is provided in Table 2. This demonstrates the scheme's effectiveness in providing opportunities for students to mix and for students who have learning difficulties to take up extra activities.

The secondary aim of the scheme depends upon the contact hypothesis: that structured opportunities for contact between students will result in positive attitudinal changes among mainstream students which will benefit the students who have learning difficulties. Specifically, the opportunity to get to know people who have learning difficulties should allow mainstream students to see them as individuals and the experience of engaging with the practical details of facilitating integration should give mainstream students a realistic grounding which will make them more welcoming of integration in future.

The scheme is also intended to benefit students without learning difficulties by providing them with an opportunity to widen their social horizons in a setting that is supportive, non-competitive and leads to positive feelings of self-worth.

These outcomes are not self-evident, which is why they have been selected for investigation in this study.

2.2 The setting for the study: Richmond upon Thames College

Richmond upon Thames College is a Tertiary institution in Twickenham, Middlesex. Tertiary education embraces all the functions of traditional further education in this country, including technical, vocational and grouped courses such as GNVQ, as well as offering full A Level and GCSE programmes often provided by school sixth forms. RUTC was the first Tertiary College in the country, formed through the amalgamation of the Borough's technical and art colleges with the sixth forms of all the state schools in the Borough. There are still no state sixth forms in the Borough of Richmond, although this situation may change as a result of the incorporation of colleges of further education and their removal from local authority control.

The college occupies a single campus in Twickenham, with a cohort of approximately 4,000 students (full-time equivalent). Patterns of delivery have traditionally been of full-time day-time courses for 16 - 19 year old students, with a predominance of A Level teaching. In recent years this pattern has changed in favour of increasing provision to adults and young people by way of part-time, access and higher level courses.

2.3 Learning support provision at Richmond upon Thames College.

The college has provided for students who have moderate and/or specific learning difficulties at the college for more than 20 years. School leavers who have moderate learning difficulties are currently offered a one year Pre Vocational Course (PVC2) with links to other courses in the college. Students who have specific learning difficulties and those who have physical or sensory impairment are supported within mainstream provision. There is a continuum of provision for these students spanning more than one course and including flexible options for individual or group support.

Students who have severe learning difficulties: Pre Vocational Course One

School leavers who have severe learning difficulties were first admitted as full-time students to the college in 1987, following the successful experience of part-time link courses from schools. Over the next three years, Learning Support provision at the college developed in response to the needs of this new group,

and by 1990 they had become the principal users of Pre Vocational Course One (PVC1).

The PVC1 course provides a general education programme with strong social, vocational and life skills elements. Students work towards national accreditation (RSA; Open College and City and Guilds Qualifications; English Speaking Board). All students are offered work experience and two small businesses are run as part of the course – a cooperative wholefoods shop and a cafe. There are close links with social services provision in the Borough.

The PVC1 course normally attracts 15-30 students and there is a student/lecturer ratio of 1:7, with additional support from classroom assistants in each session. Students are grouped for classes in ways that reflect individual profiles of proficiency and preference. The course runs for 23 hours each week.

Provision for adults

In 1992 a new full-time course for adults was created, providing opportunities for people who have severe learning difficulties to build on their experience of social services provision in the Borough and to work towards greater personal and vocational independence – particularly in the light of care in the community policies which meant that many applicants were taking up new opportunities for independent living. This Adults Community Living Course (ACL) and its part-time progression route – the Employment Development Course (ED), share a modular programme of options with Pre Vocational Course One, increasing opportunities for personal choice.

2.4 The issue of choice

Priority has always been given to the structuring of the courses to meet the needs and wishes of students but in reality there has been very little choice for individuals who have severe learning difficulties at college. Pre Vocational Course One is the only option available to SLD students who leave local schools and the ACL Course is the only option for adults who have learning difficulties. While a modular programme of options is built into the course and while lessons are designed to meet the needs of individuals, the majority of modules within each of the courses for students who have severe learning difficulties are presented as a grouped course with little flexibility for

particular preferences or dislikes. There have traditionally been no opportunities for integration with mainstream students built into the courses. All other applicants to the college select courses on the basis of curricular and vocational interests and are guided to provision of an appropriate level. Students who have learning difficulties continue to be defined primarily by their cognitive level.

The access model applied to learning support provision (Maudslay and Dee, 1995) suggests that segregated or discrete provision can be justified when it is complemented by access to further experiences in the college, either as a progression route or as part of the pattern of the week. It was recognised by learning support staff at RUTC that, while the courses for students who have learning difficulties presented a popular and high quality offer (commended by FEFC inspectorate in 1994), students would benefit from integrated learning and social experiences. As policy for Learning Support Provision was changing from a protective to a supportive model there was a desire to enable students to have more freedom and choice within the college. The constraints on students taking up options of interest across the college were primarily logistical rather than the result of policy.

2.5 Additional Entitlement

In 1990, Richmond upon Thames College initiated a system of 'additional entitlements' which were, in principle, available to all students. This system formalised the wealth of extra-curricular opportunities on offer including sports; arts; drama and study workshops on a variety of themes including languages and computing. Students from any part of the college enrol on these courses at the beginning of the year and there is often flexibility about joining at other times. Additional entitlements are official timetabled activities onto which students enrol as part of their 'offer' or learning package at the college.

When the additional entitlement system began, students who have learning difficulties were informed about these options and a few enrolled in classes such as squash and drama in 1988 and 89. None of the attempts made by PVC1 students to join additional entitlements succeeded. The small team of lecturers and classroom assistants was unable to provide sufficient support for students to locate and participate in diverse options – particularly as they almost

always clashed with the PVC1 timetable. Students needed help to reach the extra opportunities and often needed support once there, such as individual assistance with both the social and the cognitive aspects of the tasks. Access only appeared possible through extra staffing, yet many of the opportunities called for social support rather than more formal help. The team believed that additional entitlements could provide students who have learning difficulties with the opportunity to escape their 'labels' and enter into mainstream provision. Extra staff presence, even had it been available, might have detracted from the desire of the individuals to appear less visible and different.

The following year (1990) Partners was formed as a structured way of enlisting 'mainstream' students to support students who have learning difficulties to follow common interests in the college.

2.6 The administration of the scheme

The Partners scheme is available to all students. It attracts mainstream students on any course of the college, who volunteer for specific 'vacancies' to support students who have severe learning difficulties in their activities. These activities may be leisure and recreational opportunities in the college; use of open access language and computer workshops or purely social contacts. The popularity of the scheme is such that there are always more volunteers than vacancies for individual support and many Partners support students in the classes of their full-time course.

Vacancies arise at the request of students who have learning difficulties or their staff. Partners are requested either to go with them to an established additional entitlement class such as dance or drama; or to explore a new skill such as conversational French on an individual basis; or to join them for lunch – perhaps to provide support in the canteen or perhaps just for a chat. Students sometimes ask for Partners in lessons to provide individual support. Staff often request Partners to provide classroom assistance for particular students, or to strengthen the framework of support available – for example, in the small businesses where students learn practical skills such as using the till. Students who have learning difficulties can apply to be Partners and students on mainstream courses can apply to have a Partner.

ACTIVITIES OF THE PARTNERS SCHEME		
ACTIVITY	Mainstream students	students who have learning difficulties
	number of students involved	
<i>Volunteers in the classroom or work place</i>		
Cookery	2	14
Woodwork	1	7
Leisure	1	8
Art	1	7
Shopping	1	7
Appletree Cafe	6	9
Music	1	6
Literacy	1	7
subtotal	14	65
<i>Extra activities between individuals</i>		
weight training	1	1
badminton	1	1
snooker	2	5
Lunch	3	3
computing	3	3
sewing	1	1
map reading	1	1
maths	1	1
aerobics	1	1
reading	1	1
subtotal	15	18
TOTAL	29	83

Figure 4 Activities of the Partners Scheme, Autumn 1993
(NB: the 18 students who have learning difficulties were each involved in more than one activity)

2.7 Enrolment and Support Programme

Students usually enrol for Partners as a result of looking at vacancy boards in the college corridors, or as a consequence of publicity delivered via tutors. Initial contacts are made by the students themselves, never by tutors or other staff. It is seen as important that volunteers are motivated by personal choice rather than coercion.

Students can enrol for the scheme at any time of year. An information pack is given to prospective Partners – which includes the guidelines and expectations of the scheme, as well as information about learning support provision in the college – and some advice about issues of language and ethos (Appendix 1.2). Having read the pack, prospective volunteers receive a half hour interview to discuss specific options and arrangements. Each volunteer is allocated a

named contact person, usually the staff member with whom they will be working most closely. Partners enrol for a trial period of two sessions before returning for a review meeting. This includes an opportunity to check the volunteer's understanding of the role and provides a chance to answer questions and review logistical arrangements before making a commitment.

Once students have made a commitment to the scheme, attendance is monitored and students are invited to return for 1:1 review as needed. Periods of active participation in the scheme are flexible to allow for variable demands on students of coursework and examinations. Partners are required to give advance warning of absence. Some volunteers choose to take a month's absence from the scheme while catching up or revising while others end their commitment as exams loom. Some Partners find that continuing with the scheme provides a welcome break from their studies. No volunteers should "disappear" from the scheme and efforts are made to trace students who drop out. Help with problem solving means that students are less likely to harbour guilt at dropping out, even if leaving the scheme still appears to be the best solution. Attendance patterns in the scheme are therefore characterised by 'active' and passive periods which depend primarily upon the demands of the volunteers' college courses. Volunteers may be active Partners for one or more terms and often return over the two or three years of their time at college. The most typical cycle of attendance is enrolment in October and temporary or permanent leave in April or May.

During the year, meetings are held for all interested in the Partners Scheme. The programme includes an introduction to learning support; sessions on self-advocacy and adult status; ways of supporting access and problem solving . Newsletters and postal questionnaires are additional contacts made during the year.

2.8 The ethos of the scheme

The Partners Scheme is designed to promote effective integration. Effective integration relies on increasing physical proximity but also on equal status contact, the pursuit of common goals and sanction by authority (Allport 1954) . Positive interdependence (i.e. cooperation) and contact that promotes interaction on a personal as well as a task level are all known to promote

positive effect. (Chapter Two). The Partners Scheme was designed to provide these opportunities.

In the years since its inception, the Partners Scheme has become firmly anchored within the student support section of the college, which maintains the enrolment and tutorial systems for all the students and courses in college. Initial publicity is handled centrally through the marketing and student support services and the scheme has a high profile in the college prospectus and newspaper. Students are told about the scheme in advance information before enrolling at college and are given further information by their tutors with all other additional entitlements.

The scheme is administered and volunteers supported within the Learning Support Section, amid an ethos of adult status and support for independence for people who have learning difficulties. The staff is autonomy supportive and see their role as facilitating students in their experiential learning. Volunteers, at enrolment, often speak of 'helping the handicapped'; care is taken to challenge this perception and to avoid sustaining a hierarchical model among volunteers. Staff are encouraged to use volunteers as peers rather than co-teachers and to encourage participation by all in the activities of the sessions. Guidelines on supporting students in working cooperatively are given to all staff along with information on the purpose and ethos of the Partners Scheme (Appendix 1.3). The intention is to maintain equal status among students. Those with learning difficulties are encouraged to take the lead where possible or demonstrate strengths – such as a knowledge of sign language or of the geography of the college. The activities of the scheme are presented as interesting and fun and it is important that students are encouraged to join from interest rather than from a sense of coercion or guilt.

The conditions provided by the Partners Scheme are intended to afford opportunity for integration between students that is effective in terms of retention, enjoyability and positive attitudinal benefits. These conditions can be summarised as:

- * **Institutional approval for the scheme** (Amir, 1969)
through its acceptance as a registered, publicised, timetabled
programme for students and its support by an autonomy supportive staff

team.

- * **Maximising participation in 'regular' college programmes** (Fenrick and Petersen 1984) by the identification of opportunities for shared social and educational activities – for example through the additional entitlement activities of the college.
- * **Equal status contact** (Amir 1969) emphasising the strengths of each student by providing opportunities for activities in which it is possible for them to participate using volunteers as social peers rather than tutors in many situations.
- * **Cooperative working practices** (Johnson and Johnson, 1984) which sustain parity of esteem by setting up shared activities in which both students participate rather than creating hierarchical 'helping' relationships.
- * The development of a support programme for volunteers with emphasis on **adult status** (OECD/CERI, 1986) and empowerment for people who have severe learning difficulties.
- * **Motivated volunteers** who are attracted to the scheme and maintain their commitments (Deci and Ryan 1994).

2.9 The research focus

This chapter has presented information about the aims, administration and ethos of the Partners Scheme. The aims and ethos of the scheme exist only as ideals. The scheme aspires to bring about positive advantages for students who have learning difficulties. It was anticipated that the working practices of the scheme would affect the outcomes for students involved. The scheme should provide the opportunity for a long term study of interaction between heterogeneous students in a variety of settings in real life conditions to inform the wider debate about integration and provide lessons for future practice.

The purpose of this study is to produce **evidence** to support the effectiveness or otherwise of specific aspects of the scheme and their differential outcomes for

students, so that the reality of the outcomes of the scheme can be set against the ideals. The specific aspects under investigation are:

- * the attitudes of mainstream students
- * the motivation of mainstream students
- * the staff climate within which the interaction takes place
- * the role of mainstream students in the interaction
- * the social structure within which the interaction takes place
- * the opinions of students who have severe learning difficulties.

Each of these aspects is addressed in detail in Chapter 2 and is subject to investigation in the study. These aspects were chosen as a result of the mandate of previous research and they emerge as significant in the study of effective integration. They were also chosen because their outcomes are not obvious. It is important to look clearly at the outcomes of any real venture which seeks to affect the attitudes of young people (such as the Partner Scheme) as it would be irresponsible to assume that because it **should** work it **does** work.

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CHAPTER TWO:THE RESEARCH FOCUS

A Review of the Literature

SECTION ONE

ATTITUDES AND ATTITUDE CHANGE

McGinty and Fish (1992) report that reducing the handicapping effects of disabilities is an essential preparation for transition to adulthood. Access to Further Education, vocational training, work, social interaction, an independent life and, above all, being treated as an adult all contribute towards the reduction of these effects. The hypothesis behind this study is that certain types of peer integration foster attitudes among mainstream students towards the rights and adult status of students with SLD that are both positive and realistic, and should therefore result in expectations for enjoyable future interaction. Today's students, as tomorrow's teachers, nurses, lawyers, politicians and parents, may determine policies affecting people with SLD in the future. Positive and realistic attitudes on the part of policy makers and citizens are likely to result in increased opportunities for people with SLD.

We're helping the students develop their skills, but if the rest of the world won't recognise that potential it's a waste of time. "

Mike Thompson, Hereward College (1995)

1.1 Attitudes and decision making

Jones and Guskin (1984) identified four ways in which attitudes are related to decision making for integrated provision .

- (a) fear or dislike of contact with 'handicapped' persons would lead to resistance to mainstreaming;
- (b) 'the handicapped' and advocates are likely to distrust unhelpful professionals and bureaucrats who carry direct responsibility for integration programmes;
- (c) 'the handicapped' and their advocates are likely to have realistic fears about the reactions of non-handicapped members of the community with whom they will be forced to interact;
- (d) professionals and administrators who have been given new responsibility for the 'handicapped' may fear that they will not be able to cope and that the presence of 'handicapped' students in regular classrooms will lead to complications in their professional careers and personal failure or unhappiness.

Attitude measurement, particularly the measurement of attitude change, is fraught with difficulty and confounding factors. Before designing research methodology in this field, it is important first to define terms and consider attitude theory.

1.2 Definitions of attitude

The term *attitude* is widely used to denote a 'psychological state that predisposes a person to action' (Triandis, in Jones and Guskin, 1984). Some theorists define attitudes simply as emotions for or against the attitude objects while others favour defining several attitude components (Allport, 1935). Of major interest is the question of whether attitudes can be defined as predisposition to respond and, by definition to relate to behaviour.

Triandis uses a definition which has three components :

- * the idea (cognitive component);
- * the emotion attached to it (affective component); and
- * the predisposition to action (behavioural component).

The cognitive component reflects the thoughts of the respondents (mainstream students) in this study towards the attitude object (peers with severe learning difficulties). The way they categorise students according to a variety of critical attributes or causes is an aspect of the cognitive component. Some beliefs may also be associated with the attitude object. For example a person may believe that a person with SLD is innocent or dangerous. Stereotypes may be formed on the basis of partial or inaccurate evidence, and may be detrimental or damaging to the people targeted.

The affective component. Each element of the network of thoughts about categories of people has some affective value attached to it. Each thought carries some degree of emotion, positive or negative with varying degrees of strength. The total affect or emotion attached to the attitude object depends on the strength of its connections with various cognitive elements and on the emotion that is attached to each element (Fishbein, 1961).

The behavioural component. An important set of beliefs attached to an attitude object concerns the behaviours that may occur towards the object. Social behaviour can be overt or covert, formal or intimate, superordinate or

subordinate and associated with like or dislike. Mixed dimensions are also common - one student may dislike another student but say nothing (covert action), one may like another but still act very formally, one may act in a very bossy way towards another who is liked or disliked. These behaviours do not just depend on attitudes, but also on cultural factors.

It is important to acknowledge that all variability in behaviour cannot be predicted from attitudes. There is a reciprocal relationship between behaviour and attitudes, ie. attitudes shape behaviour, behaviour influences attitudes. People without established habits for a behaviour do what is socially desirable, consistent with their self concepts, intrinsically enjoyable and has favourable perceived consequences. Each of these factors are weighed differentially by each individual.

1.4 The development of attitudes

Attitudes are learnt by the association of positive and negative events with certain categories, by direct experience or indirect experience. Most people do not have direct experiences with all attitude objects, and attitudes are often formed on the basis of unrepresentative experience, hearsay or media influence. Partial or unrepresentative experience often results in stereotyping.

Actual interaction has consequences on attitudes, positive when misconceptions are revealed, and negative when interaction confirms one's worst expectations. Stereotyped beliefs lead to 'contrast', to seeing differences as larger than they actually are, so that a person believing that a person with severe learning difficulties is like a child may be astonished when they meet a person with SLD who is in a mature sexual relationship. In such cases, interaction can change a stereotype, eliminating misconceptions and exaggerated contrasts between one's own and the other group.

Other influences on the formation of stereotypes include implicit personality theories (Schneider, 1973) about the way attributes and human characteristics are organised (for example 'people with SLD are all happy'). A related belief is that of a 'just world' (Lerner 1975), the idea that good things happen to good people and that those who are suffering deserve their fate. Believers in a just world are more likely to admire fortunate people, derogue victims and be more

satisfied with existing institutions (Rubin and Peplau, 1975). This belief has obvious implications for persons with disabilities. It is explained by the theory that people find it painful to see someone in misfortune who has done nothing to deserve his/her fate, and fear that the same thing could happen to them. The issue of perceived responsibility is important in the context of this study because peer students are never responsible for the condition of the students with SLD. The literature suggests that derogation exists when a person is powerless to help the victim (Jones and Guskin, 1984). This theory has been used to explain the overly solicitous behaviour often seen among students interacting with peers with SLD. When they perceive themselves as 'helping others', their discomfort is reduced. Such attitudes may be determined by social norms, both from one's own social group and that aspired to (Rubin and Peplau, 1975), and by child rearing methods (Harvey et al, 1961).

At issue is the extent to which the researcher should attempt to address individual differences, or look at major common denominators. Related to this is the controversy over whether the person's behaviour is due to internal factors, such as personality or attitudes, or external factors, such as the nature of the situation.

1.5 Attitudes towards people with learning difficulties

Research presents conflicting views about the extent to which children and adults with learning difficulties are subject to stereotyped images. There is considerable evidence that attitudes are largely negative (Dunn, 1968, Alexander and Strain, 1978, Baker and Gottlieb, 1980, Horne, 1989, Jenkinson 1993, Stukat, 1993 and Williams, 1993). Stereotypical responses to disability tend not to favour their subjects. Wolfensberger (1972) suggested that people with mental handicaps are typically represented in a limited number of devaluing ways : as subhuman, menaces, objects of pity, holy innocents , diseased organisms, objects of ridicule and eternal children. The development of segregated provision for people with SLD reflected such beliefs. Other research suggests that attitudes are influenced by gender, personal characteristics, the degree of disability, the nature of the interaction and so on. (Jones, Gottfreid and Owens (1966), Siller (1967) Jones (1974), Gottlieb and Corman (1975), Triandis, in Jones and Guskin, (1984), Beh-Pajooh, (1991)). It is clear that any measurement of attitudes towards people identified only by

disability would result in a unidimensional view, and that actual attitudes towards known individuals would be dependent on the context, object and reality base of the expressed beliefs. Research by Ravaud et al (1987), for example, demonstrated that favourable evaluations of the disabled in general by non disabled students contrasted with descriptions of their own disabled classmates. It is appears that studies of intergroup attitudes have most validity when the attitude referent is clearly specified.

Notwithstanding the increasing entitlement of people with severe learning difficulties to further education and adult status, many people still hold inaccurate views about this group. Antonak et al's (1989) survey of misconceptions about mental retardation¹ found that confusion still exists between the concept of mental illness and mental handicap. Related to this is the belief that mental retardation can be cured. An analysis of representations of people with mental handicaps in the British media (McGill and Cummings, 1990) supported these findings, and concluded that people with mental handicaps continue to be assigned devalued roles of "diseased organism" and "eternal child" (Wolfensberger 1972). There is evidence that there is some unanimity in public perception of people with severe learning difficulties as being associated with extremes of brain damage (Gottwald, 1970), sickness and physical handicap (Begab, 1968); and of negative attitudes towards people with learning difficulties being polarised towards severe instances (Greenbaum and Wang, 1965).

Teachers' attitudes

Teachers appear to perceive pupils who have been labelled as having learning difficulties more negatively than others. (Keogh, Tchir and Windeguth-Behn, 1974 ; Jacobs, 1978, Johnson, 1950, Baldwin, 1958). The stereotype (the cognitive component of teacher attitudes as identified in these studies) of students with learning difficulties includes negative characteristics : hyperactivity, aggression and disruption. However, investigators who have reviewed the incidence of these traits have found that they are not as widespread as they are assumed to be (Bryan, 1974), and that teachers may hold an inaccurate view.

The attitudes of peers

Pupils tend to reflect teachers' attitudes, and American studies suggest that

¹ Antonak's terminology
Chapter Two

classmates are most approving of high achievers and much more likely to express negative feelings towards less able peers (Horne, 1979, Garrett and Crump, 1980, Bryan, 1974, Siperstein, Bopp and Bank, 1978) . Research among college students in Britain is limited, but Williams et al (1985) believe that most mainstream students have little knowledge and experience of students with severe learning difficulties. They maintain that mainstream students are usually unsure how to communicate with such individuals and hold some negative views towards them.

It has been assumed that positive attitudes towards peers with learning difficulties are not likely to occur spontaneously, (Shutz et al, 1984, Jenkinson 1993). However, the attitudes of fellow students in integrated educational provision will play a major part in the success of most learning situations and all social interactions for young adults with severe learning difficulties. If they are perceived to be like children (Wolfensberger, 1972), as dependent (McGinty et al, 1992), as difficult to communicate with (Beh-Pajooh, 1991), and as hyperactive, aggressive and disruptive (Keogh, Tchir and Windeguth-Behn, 1974, Johnson, 1950, Baldwin, 1958), it does not bode well for their integration.

1.6 Changing attitudes

“ Effective change requires a combination of two things, new structures along with new attitudes and values among the people making and using them”.

FEFC, 1996

Some studies have reported on the success of interventions designed to challenge negative perceptions, with the aim of improving the quality of interaction within integrated settings.

Positive attitudes among teachers are seen to be crucial to the success of integrated programmes. Research shows (but not unequivocally) that intervention can result in more realistic and accepting attitudes. Classroom teachers, particularly the more recently trained, seem to bring more positive attitudes towards inclusive education and it has been proposed that retraining programmes should be based on an understanding of teacher attitudes. Those who support the principles of integration and value the contribution of people with learning difficulties in society were seen as more likely to accept integration

in practice (Harisymiw and Horne, 1976, Stephen and Braun, 1980). Beh-Pajooch studied the attitudes of 74 lecturers in a tertiary college towards severely handicapped students (Beh-Pajooch, 1992). He found that positive attitudes were shown to be most prevalent among lecturers who had had relevant training; were aware of the college's provision for students with SLD; and had experienced social contact with these students.

Positive attitudes may not appear independently. Some studies have provided evidence that mainstreaming can actually lower the social status of students with learning difficulties (Goodman, 1972, Gottlieb and Budoff, 1973, Gottlieb, Cohen and Goldstein, 1974). Their findings suggest that greater contact between the heterogeneous groups is not automatically accompanied by an increase in the social acceptance of students with SLD.

Other studies have found that positive attitudes are evident among peers and are contributing in an essential way to the effectiveness of integrated provision. In their USA study, Brinker et al examined social interactions between 245 students with SLD, aged 3 to 23, and others in integrated and segregated settings. (Brinker and Thorpe 1986). The students with SLD engaged in twice as much social behaviour with peers when in integrated groups.

Fenrick and Petersen (1984) found that peer tutoring programmes can result in the development of positive changes in attitude towards non disabled peers. Before intervention, his sample of 51 sixth graders in the USA rated students with disabilities significantly less positively than their own classmates. Following structured interactions with 6 'moderately and severely retarded children' over a seven week period, 12 volunteer peer tutors found the children with disabilities to be more capable and more enjoyable than expected and expressed an increased desire to continue with social contacts.

The importance of non disabled peers in the success of integration projects involving younger children is the focus of British studies by Lewis and Lewis. In their (1988) study of the attitudes of young children towards peers with disabilities, evidence is provided of the equivocal feelings of children and the lack of social acceptance that may characterise integrated provision. Their findings suggest that a possible cause of negative attitude may be the faulty model of SLD evolved by non disabled children. After a period of structured

intervention, the 9 subjects of the study acquired more realistic models which enabled them to cope better with the sometimes erratic behaviour of the students with SLD with whom they were paired for an afternoon fortnightly through an academic year. Other studies have supported the view that it is possible to make positive changes in attitude by clarifying models of causation and by emphasising similarities between the two groups of children (Westervelt and McKinney, 1980).

Beh-Pajooh, in his British study of the effect of social contact on tertiary college students' attitudes towards severely handicapped students and their educational integration (1991), found that contact was a major factor in attitude change. In his study, a random group of 132 students completed a questionnaire which included positive and negative statements concerning emotional reactions and attitudes towards people with severe learning difficulties. His results support the hypothesis that those college students who have experienced social contact with severely handicapped students will express more positive attitudes and emotional reactions towards such students than those who have not experienced such contact. Students who were female, who knew about the college's link programme for students with severe learning difficulties, and who had experienced social contact with them were most likely to express favourable attitudes and emotional reactions towards peers with severe learning difficulties and their integration.

While Beh-Pajooh found that incidental social contact with students with severe learning difficulties was effective in promoting positive attitudes among college students, 75% of students involved in the study were found to have had no contact with such students, and one third of the students reported that they did not know what to say or how to communicate with them. There were no structured contacts or integrated classes in the college under investigation, and he raises the question of whether college teachers should use educational intervention programmes to enhance the quality and quantity of contact between handicapped non handicapped students, or whether it is preferable to allow normal and natural relationships to occur between them. He also questions whether participants who already held more favourable attitudes to students with severe learning difficulties would be more interested in seeking social contact with them.

1.7 Attitude change strategies

Strategies modifying attitudes towards people with severe learning difficulties depend on attitude change theory. Some broad categories of theory and related strategies have been defined. (Triandis, Watts, in Jones and Guskin, (1984).

Information processing theories involve an analysis of the communication process, assuming that persuasion is frequently a problem in communication rather than overcoming resistance to change. Attitude change methods are designed to address a successive series of steps in the process, according to a communication / persuasion matrix. The information processing theory also takes account of personality variables, intelligence, and social influence. The main value of this approach is to increase awareness of the complexity of the attitude change process. Attitude change interventions may involve the target being exposed to a broad variety of ideas, beliefs and insights into handicapped individuals, in a way that is tailored to meet the specific profile of the individual or group.

Numerous *consistency* theories have been advanced, in which people aim to maintain consistency among their beliefs, attitudes and behaviour. Festinger's (1957) theory of cognitive dissonance is the most well known. Dissonance occurs when two inconsistent views are held simultaneously. According to this theory, people strive to reduce the psychological discomfort of this situation by changing one or other view by a cognitive reorganisation. Balance theory (Heider, 1958) is another cognitive consistency theory. Rokeach (1973) proposed a broader theory scheme for conceptualising belief and behaviour change. He suggests that perceived inconsistency within the belief system only leads to change when the inconsistency causes the individual to be dissatisfied with himself : only when the self concept is somehow violated.

Many attitude change studies have been based on dissonance theory. For example, behaviour modification has been used to put people into situations where they would make a positive response to people with SLD, resulting in a reward. Cognitive dissonance is said to lead to changes in their attitudes.

Functional theories depend on the notion that you must know the function

served by an attitude if it is to be changed. Different opinions serve different functions and the same attitude may serve one or several, depending on the individual.

1.8 Attitude functions

Attitudes help people to understand the world around them ; protect their self esteem ; adjust to a complex world and express their fundamental values. This analysis was expressed as the *knowledge, ego-defensive, adjustive -utilitarian and value-expressive* functions of attitudes by Katz (1960). The value to the researcher of the functional approach is that different courses of action for attitude change may be suggested by an examination of the bases of a person's attitudes.

Of course, it is useful to identify the functions of each attitude. It is difficult in practice to weight attitude change measures according to the functional base of each person's attitudes. The best practice may be to choose a functional base most related to the desired outcomes of a particular context and try to design procedures that work for everybody within it.

1.9 Attitude change methodology

In her investigation of 47 studies designed to modify the attitudes of non disabled towards disabled populations, Towner (in Jones and Guskin 1984) suggested that the absence of statistically significant increases in positive attitudes was due to methodological deficiencies. It is clear that the measurement of attitudes and attitude change must be approached with clear purpose and specifically designed methodology . A combination of data collection methods is highly important in the presentation of a picture that includes so much rich evidence.

Attitudes are only likely to be consistent predictors of behaviour if there is a high correspondence between the characteristics of the attitude and the behaviour measure; the greater the degree of correspondence between the attitudes and behaviour methods, the more accurately attitudes predict behaviour. Therefore, if the researcher is interested in predicting a specific behaviour, it is best to construct a measure of attitude that corresponds to the specific behaviour. The

measurement of a general attitude towards the handicapped will not predict very accurately any one specific behaviour. If the researcher is interested in predicting behaviour from a general attitude measure, multiple measures associated with that group will be necessary. (Fishbein and Ajzen, 1975)

An extensive research project by NFER (Hegarty and Pocklington, 1981) found positive reactions among peers involved in on-going and structured integrated provision. Hegarty explains this contrast from the more experimental studies by pointing out that teachers and children who are actively involved in continuing provision are not responding to stereotyped images, and that the NFER study tapped attitudes based on **actual** contact rather than hypothetical attitudes drawn from theoretical examples.

Naturalistic interventions promise greater validity than laboratory style or controlled experiments but are very difficult to measure. Nonetheless, many researchers have concluded that actual contact over a period of time is one of the most effective ways of modifying attitudes. Although expensive and time consuming to arrange, it can be designed to draw on several aspects of attitude theory and can be differentiated to meet the needs of individuals.

A study by Peck et al (1990) involved students who had taken part in a variety of peer tutoring or special friends² programmes with students with a range of disabilities. Their research highlighted the positive effect of real, long term contact by identifying some benefits that the non handicapped adolescents perceived for themselves from their social relationships with peers who have severe handicaps³. These included :

- * Self Concept : Growth in understanding and appreciation of one's own characteristics
- * Social-cognitive growth
- * Reduced fear of human differences
- * Increased tolerance of other people

1.10 The current study

This study aims to identify the benefits accruing from real contact between students. Two general attitudes are measured: attitudes towards people with

² More information about these two programmes is given later in this chapter

³ Peck's terminology

SLD, and attitudes toward the integration of these students into college. Three components of behaviour are monitored : attendance; relationship variables during the interaction, and social contact outside the specified contact time. Links between motivation, attitudes, activity type and actual interaction are explored.

It is hypothesised that the opportunity to interact with students with severe learning difficulties through the activities of a peer integration scheme will promote attitudes among mainstream college students that are more favourable than those of students who had no experience of interaction with this group. It is of further interest to investigate whether students who volunteer for such a scheme already hold more positive views than the college population as a whole. The development and use of pre and post measures will clarify this issue.

The study is designed in the light of theories about attitudes. For example, intended outcomes can be identified in terms of the three attitude components identified by Triandis (Jones and Guskin,1994)

ATTITUDE COMPONENT	MEASURED OUTCOME
cognitive	Possible stereotyped beliefs about students with learning difficulties in Tertiary education.
affective	The extent to which peers have been enabled, through contact, to develop not just positive, but differentiated and dynamic feelings towards individuals instead of holding one static emotion
behavioural	The way students behave together in different activities and the extent to which volunteers make additional contacts (short term and longer term).

Figure 5: Attitude components and outcomes of the Partners Scheme

In this context, a tertiary college, the knowledge and adjustive-utilitarian functions can be said to be most important to the current study. Stereotypes and predispositions are a way of organising the complex stimuli in the environment and students in the college will hold views that have been developed in response to diverse circumstances and experiences. Unfortunately, stereotypes may be inaccurate, as a result of which those who hold them may act inappropriately. An unjustified attitude, such as the belief that people with SLD are like children, may predispose a ready made response, so the person has a set of actions available when called for. For example, he or

she may choose not to involve particular groups of students in a social activity for young adults.

If this function is to be assumed, an effective way of changing attitudes may be to give students information about individuals with SLD by meeting and interacting with them in positive contexts, so that the knowledge base is informed by real and differentiated experiences. Meeting and interacting with same age or older peers, who demonstrate attributes of adult behaviour, will reinforce the adult status of such students. Of course this may or may not make attitudes more positive, but is likely to result in less stereotyped beliefs and, it is hoped, foster more open minded behaviour in practice. It is hypothesised that mainstream students will certainly become more realistic about the practical implications of integration following the experience of actually being involved in such a scheme.

The adjustive-utilitarian function helps people to do the right (rewarding) things at the right time, so that, for instance, a person's attitudes mesh with the prevailing social climate and his/her behaviour is approved. This function can be employed in this study, as the Partners Scheme is presented within the college as a socially desirable, institutionally approved opportunity. Taking part can be seen to be a rewarding activity, accredited by a certificate of participation and also socially validated by the approval of tutors and parents and peers groups (e.g. Student Union). Participation within a climate that is explicitly geared towards maximising adult experience and independence for students with severe learning difficulties should be an influential factor in the development of such beliefs.

The Partners Scheme uses informational techniques, by providing a support programme that includes opportunities for discussion with people with SLD and information about the issues around integration and empowerment. The discussion and interactive methods used in the support sessions provide opportunities for counter attitudinal positions to be aired, and a realignment of attitudes to take place.

The actual contact which students have with each other in the scheme means that students have an opportunity to adjust their perhaps stereotyped views about people with SLD and allow for a more dynamic understanding. The on-

going nature of the contact and the socially acceptable nature of the scheme within the college will assist in the process of internalisation and consistency.

This study tested the hypothesis that mainstream students' attitudes towards students with severe learning difficulties will become more accurate and differentiated as a result of structured interaction with them. It was expected that as they get to know individuals with learning difficulties, mainstream students will be less likely to hold neutral beliefs about them and will express attitudes that are in fact more positive than before. This concept is explored in more detail later in this chapter, when the importance of the social structure within which interaction takes place is discussed, with reference to the structure process theory of attitude formation (Watson and Johnson, 1972) and the work of Johnson and Johnson on cooperative learning conditions.

In a large tertiary college, many students are likely to hold positive attitudes towards people with learning difficulties already. This study sought to confirm the truth of this hypothesis. A peer integration scheme is a way of attracting these students, and allowing them to act upon their beliefs. Furthering opportunities for access for students with learning difficulties will be consistent with their cognitive stance, and it is hoped that this, combined with positive affect for individuals will make the mainstream students more likely to support practical measures for the integration of these individuals in their future lives. After all, ultimately, changes in behaviour are of most consequence to people with SLD.

SECTION TWO

MOTIVATIONAL AND PROCESS FACTORS

It is clear that many variables will affect the success or otherwise of integration initiatives. Age, sex, motivation, and relationship to the teacher are mentioned as critical variables in the 1993 OECD study (Hegarty 1993), and the form of contact in which students engage is of particular importance.

Much of the literature on social interactions between students with severe learning difficulties and those without suggests that profitable interactions will not take place spontaneously and opportunities need to be structured to ensure that appropriate interactions do occur.

Jenkinson, 1993

This study aims to contribute to knowledge in several areas identified in the previous section of this chapter as particularly relevant and rewarding of further analysis. These factors are reviewed in this section, in the light of current research by leading practitioners in each field. Examples of studies in each area are described more specifically in the methodology section, in which the instruments used in the current study are developed in the light of the work of these writers.

The first two areas of investigation are related to the self determination perspective developed by Deci and Ryan (1992). They are:

- * The motivation of mainstream students in terms of intrinsic or extrinsic styles of self regulation, and
- * the classroom climate within which interaction takes place, in terms of the orientation of staff towards support for autonomy or control.

The third and fourth areas of investigation can be described as process factors, differential characteristics of the activities and relationships shared between students in the scheme. They are :

- * the role of the mainstream students within the partnership, in terms of their orientation towards tutoring or social interactions (Cole, 1988)
- * the social structure within which interactions take place, in terms of their orientation towards cooperative or individualistic conditions.
(Johnson and Johnson 1984)

It is very difficult to verify cause and effect in the areas of attitude change and the differential outcomes of integration, particularly in a small scale, naturalistic study. The real life qualities which are most confounding are, however, those qualities that make the outcomes most valid and engaging, and the variables above have been selected as particularly suitable for in depth investigation in a real life context.

THE SELF DETERMINATION PERSPECTIVE

One of the major benchmarks of successful integration in this analysis is mutual activity that is sustained, enjoyable and which gives rise to dynamic interactions which enhance positive affect.

It is suggested that this kind of interaction is best achieved by activities that have been freely chosen (by each person) and which involve some goal interdependence, ie which have meaning and purpose for each of the people involved.

This section of the literature review describes the relevance of the self determination perspective to the achievement of successful outcomes of a peer integration scheme, with particular reference to the way in which theories of self determination have been used to examine students' motivation for joining the scheme and the socio-contextual factors that nurture intrinsic motivation.

2.1 Student motivation

Self Determination theory (Deci and Ryan, 1994) is concerned primarily with promoting in students an interest in learning, a valuing of education and a confidence in their own capacities and attributes. In the context of interpersonal relationships between heterogeneous groups in tertiary education, these are clearly valuable outcomes which, it is suggested , will contribute positively to the success of interactions. These outcomes are manifestations of being intrinsically motivated and internalising values and regulatory processes.

Research suggests that these processes result in high quality learning and conceptual understanding as well as enhanced personal growth and adjustment.

“Intrinsically motivated behaviours are engaged in for their own sake - for the pleasure and satisfaction derived from their performance. When intrinsically motivated, people engage in activities that interest them, and they do so freely, with a full sense of volition and without the necessity of material rewards or constraints . Intrinsically motivated behaviours represent the prototype of self determination - they emanate from the self and are fully endorsed.

Extrinsically motivated behaviours, on the other hand, are instrumental in nature. They are performed not out of interest but because they are believed to be instrumental to some separable consequence. “

Recent research and theory suggest that there are different types of extrinsically motivated behaviours and that these types differ in the extent to which they represent self-determined versus controlled responding (Ryan and Connell, 1989, Deci and Ryan (1985) identified four types of extrinsic motivation: external, introjected, identified and integrated forms of regulation. Their argument was built around the concept of internalisation, a proactive process through which people transform regulation by external contingencies into regulation by internal processes. In self determination theory, internalisation is viewed as a motivated process. Optimal internalisation results in regulations being fully integrated into the self, although there are also less optimal forms of internalisation (Ryan and Powelson 1991). Self determination theory posits that the four types of extrinsic motivation result from the internalisation process as having been differentially effective. The resulting regulatory styles thus fall at different points along an autonomy continuum that describes the extent to which they have been internalised and integrated.

An integrated regulatory style, together with intrinsic motivation, represents the basis for self-determined functioning. Integrated regulation and intrinsic motivation share the qualities that constitute self determination, which is characterised by a total involvement of the self. They can therefore be seen to be quite similar. The difference between them arises from the fact that intrinsically motivated behaviours are described by Deci et al (1994) as 'autotelic' (having an end in itself), whereas integrated behaviours are performed for outcomes that are valued by one's self.

2.2 The relevance of self determination to the outcomes of an integration scheme

Research has linked intrinsic motivation and autonomous forms of extrinsic motivation to positive academic performance (Grolnick, Ryan and Deci, 1991, Pintrich and De Groot, 1990, Gottfreid, 1985). More relevant to the outcomes desired in this study are the links between self determined motivation and increased likelihood of sustaining the activity (Daost, Vallerand and Blais, 1988, Vallerand, 1991, Vallerand and Bissonnette, 1991). Other studies have focussed on personal adjustment on affective outcomes, as predicted by motivational variables. (Vallerand, 1989, Ryan and Connell, 1989, Deci,

Schwartz, Sheinman and Ryan 1981) have reported links between autonomous regulatory styles and , respectively, positive emotions in the classroom; enjoyment of class work and satisfaction with school; and self esteem.

If these findings about classroom interactions can be applied to interpersonal interactions, it is to be expected that students who are intrinsically motivated and who have developed more autonomous regulatory styles are more likely to sustain the activity, to achieve, and to be well adjusted than are students with less self determined types of motivation. It therefore seems worthwhile to measure the motivation that brings volunteers to the Partners Scheme and to explore the conditions that facilitate self determined forms of motivation. It is hypothesised that students who hold more autonomous self regulatory styles will, at least, sustain better attendance in the scheme.

A central principle of attitude organisation is consistency (Abelson, 1968) Cognitive (ie thoughts about attitude objects) elements are connected with each other positively or negatively. According to theories of cognitive dissonance, (Festinger, 1957) an imbalance is created when a person does something positive toward an attitude object (ie becomes a peer volunteer with a person who has a learning difficulty), but feels negatively about it (ie feels intolerance or distaste towards that person). Interpersonal attraction would appear to be more likely to result from interactions that are entered into for reasons of internal motivation rather than those imposed by outside factors.

2.3 Socio-contextual factors

Structure - process- attitude theory (Watson and Johnson,1972) posits that the process of interpersonal attraction (i.e. between people with learning difficulties and their peers) is defined by social structures. According to this theory, the process of interpersonal interaction determines what interpersonal and self-attitudes are acquired and maintained. One social structure may lead to supportive and caring processes of interaction and thereby to positive interpersonal and self attitudes; another social structure may lead to rejecting and competitive processes of interaction and, thereby, to negative interpersonal and self -attitudes. Through the social structure maintained in learning situations, teachers can determine whether a process of acceptance or rejection appears in student-student interaction and therefore, whether students develop

appropriate or inappropriate interpersonal and self - attitudes. The structure - process-attitude theory is discussed later in this chapter, in relation to cooperative learning conditions.

An ultimate aim of a peer integration scheme is for mainstream students to achieve 'positive cathexis' about students with severe learning difficulties. Positive cathexis is a term derived from the field of psychotherapy, described as the concentration of positive energy on a single goal. It is used by Watson et al (1972), to describe the positive affect of mainstream students created by successful interaction and the subsequent expectation of enjoyable future interaction. Integrated motivation can be seen as a concept that will enhance the likelihood of positive cathexis in that it stems from a genuine interest and enjoyment of the activity.

Self determination theory proposes a set of three innate psychological needs that are relevant to intrinsic and extrinsic motivation. They are the needs for competence or effectance (White, 1959), autonomy, or self determination (de Charms, 1968) and relatedness or affiliation (Harlow et al, 1958). Deci and Ryan suggest that

people are inherently motivated to feel connected to others within a social milieu, to function effectively in that milieu, and to feel a sense of personal initiative while doing so.

Deci and Ryan (1994)

A central hypothesis of self determination theory is that social contexts that support a person's being competent, related and autonomous will promote intentional (i.e. motivated) action and that support for autonomy in particular will facilitate that motivated action being self determined as opposed to controlled. It is argued by Deci and Ryan that the specification of innate human needs allows the prediction of variables in the social context that will affect people's intrinsic motivation and the development of their extrinsic motivation.

Simply stated, social-contextual factors that afford people the opportunity to satisfy their needs for autonomy, competence and relatedness will facilitate intrinsic motivation and the integration of extrinsic motivation, whereas those that obstruct satisfaction of these needs will impair intrinsic motivation and the integration of extrinsic motivation.

Deci and Ryan 1994

in the context of the Partners scheme, it is hypothesised that particular kinds of

support will be more likely to enhance and sustain proactive and motivated behaviour among volunteers. According to this theory, supports for relatedness (peer acceptance, institutional support) facilitate motivation. However, such supports will facilitate intrinsic motivation and integrated internalisation only to the extent that they are accompanied by autonomy supportive interpersonal contexts.

2.4 Interpersonal contexts: the role of the teacher

Several studies have shown that the interpersonal style a person uses in administering events greatly influences the event's effects. (Ryan, 1982,1983, Koestner,1984, Deci, 1991).

Classroom climate can influence motivation and individual teachers differ in their orientations towards autonomy vs control. An autonomy supportive teacher is more likely to maintain integrated forms of motivation among students (Deci et al, 1991), According to this theory, integrated forms of motivation are likely to lead to sustained and successful activity. A central hypothesis of self determination theory is that social contexts that support people's being competent, related and autonomous will promote intentional (i.e. motivated) action, and that support for autonomy in particular will facilitate that motivated action being self determined as opposed to controlled.

According to cognitive evaluation theory (Deci, 1975, Deci and Ryan 1980) external events have a controlling aspect and an informational aspect. The controlling aspect relates to the particular behaviours brought about by the event, while the function of the informational aspect is to convey relevant information. Events that are experienced as controlling (i.e. place pressure to perform in specific ways) undermine intrinsic motivation, whereas those that are experienced as autonomy supportive (i.e. as encouragement for self initiative and choice) maintain or enhance intrinsic motivation. The important point is that rewards, communications and other external events can only be expected to decrease intrinsic motivation when the controlling aspect is salient for the recipient.

Teachers' styles and use of language have been shown to be of particular influence in creating a climate in which intrinsic motivation, perceived

competence and self esteem are more likely to be found. Deci and Ryan (1981) suggest that characteristic of the rewarder or communicator (in this case the staff member) are among the factors that could determine whether the controlling aspect could be salient. If a staff member is more oriented towards control, he/she is more likely to reward and communicate in controlling ways that will undermine young people's intrinsic motivation, whereas if he/she is more oriented towards supporting autonomy, he/she is likely to reward and communicate in less controlling ways that will not undermine the young person's intrinsic motivation.

Staff orientation towards autonomy or control (Deci and Ryan)

Controlling Tutor

directive
rewards and sanctions
guilt /own good

Autonomous Tutor

encourages choice
student's own frame of reference
and own solution

Some, but not all of the activities of the Partners scheme take place under the guidance of staff. About half of volunteers in this study interact within the lessons of the courses for students with learning difficulties. The orientation of the staff towards autonomy or control is likely to affect the differential outcomes of the scheme. A student who feels that he/she has ability to control outcomes and effectively interact with the environment is developing feelings of perceived autonomy which, along with feelings of competence, will allow him /her to become intrinsically motivated (Ryan and Grolnick (1986)

Teachers who value autonomy are more likely to promote confidence and mastery motivation in learning in their classrooms, whereas teachers tending to motivate behaviour through the use of such external controls as rewards or comparisons are considered controlling. Teachers oriented toward externally controlling learning are expected to produce among students a more passive and less interested orientation and a diminished experience of autonomy and competence. Autonomy supportive teachers seek to minimise external controls and attempt to take students' internal frame of reference with respect to problems, ideas and initiatives.

Deci and Ryan argue that individuals have an innate tendency to internalise the regulation of extrinsically motivated behaviours that are useful for effective

social functioning. Internalisation allows people to feel related to others and to feel competent. Research (Grolnick and Ryan, 1989) has shown that the processes of internalisation and integration are facilitated by autonomy support and interpersonal involvement of significant adults.

The goals of education in this country are increasingly specified in terms of measurable, competence based outcomes and exam results are compared nationally in league tables. The implication of self determination theory is that the goals of education should consist not only of cognitive outcomes, but also of affective criteria, that is, the development of an appreciation for and valuing of learning and the acquisition of volition and confidence with respect to achievement relevant actions. Deci and Ryan suggest that young people who value learning and who feel competent in approaching achievement- relevant tasks will also exhibit measurably better achievement (Ryan and Stiller, 1991). Students who gain a value for and interest in learning and a sense of personal confidence in the process of problem solving and discovery will more effectively energise adaptation, development and self education in life after college.

2.5 The current study

The implications of self determination theory in relation to volunteer schemes such as Partners scheme are several. Volunteers who are oriented towards integrated forms of self regulation will be expected to take part in the scheme for its own sake - for the pleasure and satisfaction derived from their involvement in the activities. They will be taking part freely in activities that interest them and without the necessity of material rewards or constraints. If the research findings on educational outcomes are applied to the peer interaction context, it is hypothesised that volunteers who join the scheme because of self determined forms of motivation are expected to sustain their involvement (Daoust, Vallerand and Blais, 1988, Vallerand, 1991), show more positive emotion (Vallerand et al 1989) and self esteem (Deci et al 1981). They are likely to achieve more highly and demonstrate more conceptual understanding and problem solving behaviour (Grolnick and Ryan, 1987). Partners interactions characterised by successes of these kind are likely to be fun, sustaining and successful in terms of achievement of goals, whether learning or social in nature, and more able to develop in response to problems or logistics.

Staff orientation towards autonomy or control is also expected to influence the outcomes of such a scheme. It is hypothesised that peers supporting students within classroom based activities organised by an autonomy supportive lecturer will be more likely to take the initiative, sustain the activity and be creative in finding ways of working together. Students working with a controlling lecturer will be more likely to wait to be told what to do and may be more likely to drop out.

It can be argued that volunteer activities taking place between motivated students within an autonomy supportive climate have the best chance of supporting continued positive feelings among participants which may translate into expectations of successful contact in the future. It is hoped that students who have been involved in the Partners Scheme will maintain their concern and confidence in advocating for the interests of people with severe learning difficulties in their future lives.

The current study aims to identify the self regulatory styles of students joining the Partners Scheme, and to measure the orientation of staff working with volunteers on a continuum of autonomy support and control. Students performance on the scheme can be viewed in the light of each of these factors.

It is further hypothesised that students with more extrinsic forms of motivation, i.e. those who join the scheme because of tutor pressure or career goals may be find it harder to sustain good attendance and to adapt to the dynamic, problem solving nature of the interaction than those whose interest is more self-motivated.

SECTION THREE

THE ROLE OF MAINSTREAM STUDENTS WITHIN THE INTERACTION

Students without disabilities have an important role to play in providing an environment in which learning and socialisation can take place for students with SLD, and there are ways in which negative attitudes can be improved. Stereotyped views can be challenged in favour of more realistic attitudes based on knowledge about individual characteristics and activities can be arranged so that relationships can develop as a result of common goals and shared pursuits.

The involvement of student peers in social and educational partnership has been explored in many contexts in schooling. Popular use has been made of structured activities in which children or young people have been paired up, motivated by goals which concern one or both of them. Examples often include partnerships in which one of the pair has some kind of disability or has failed to achieve a specified target, and is enabled to learn by support from a same age or older student which has already achieved that target. Some successful examples involve setting underachieving students the task of working with younger or less able partners, thereby enhancing the self esteem and achievement of the former (and, it is assumed, the latter). Much of the existing research focuses on the benefits accruing for the dominant partner.

3.1 Peer tutoring/ Special Friends - A comparison

Much use is made in the USA of peer programmes involving disabled and non disabled students with the aim of integrating the former in order to achieve social and educational goals. Two distinct types of relationship have been identified by Cole (1988) who compares the effects of each.

Peer Tutoring

The first type of programme is peer tutoring (Kohl, Moses, Stettner-Eaton, 1983, Lancioni, 1982). In this model, students without disabilities are socialised into the role of teacher's helper, with the aim of increasing the skills repertoire of students with disabilities. Peer tutors are typically trained in ways of enabling their peers to learn.

Benefits stated include :

- * improved teacher/student ratios
- * improved attitudes towards children with disabilities
- * improved social skills and higher self-esteem among children without disabilities.

Special Friends

The second type of programme is known as 'Special Friends" (Voeltz et al, 1983). In this model, students without disabilities assume the role of friend or playmate to the student with disabilities with the aim of fostering normalised leisure time social interactions. Preparation for students involved in this type of

programme involve learning ways of communicating and taking turns with their friend. Stated benefits include :

- * improved school-wide integration
- * better attitudes towards people with disabilities
- * skill generalisation
- * lasting relationships.

The Work of David Cole

David Cole compared the types of interactive behaviours engaged in each model. (Cole,1988). Volunteers were involved in differentiated training sessions to support their respective roles and were observed engaging in tutoring, special friends and free play activities over a number of weeks. Rating scales characterising the relationships were obtained from behavioural observers, teachers and the non disabled participants.

During the study it was demonstrated that peer tutor and special friends interactions were quite different. Peer tutoring interactions were characterised by an active role for the non disabled peer, in which the child watched, taught, and physically helped the non disabled peer. His/her role was more passive, accepting this assistance. The attitudes of the non disabled children in this programme were more positive than were the attitudes of the children with disabilities. Conversely, more reciprocal roles were observed during the special friends programme; children with disabilities and non disabled children played and watched at equal rates. Positive attitudes were exhibited fairly equally.

Cole refers to Hartup's continuum of relationship types (1985), with same age best friends at one end and teacher / student or child / parent roles at the other. In terms of peer relationships, Cole finds peer tutoring to be polarised towards the parenting/teaching 'end' and special friends as somewhere in the middle, showing features of both.

In the free play sessions, many of the differentiated behaviours disappeared, with children engaging in nearly equal rates of play. The affective distinctions remained, however, and Cole concludes that this may indicate that enjoyment was mutual in the special friends programme, whereas in the peer tutoring programme it was not.

It is significant that when incidental contacts were recorded, special friends came to see their partners, while unscheduled visits from peer tutors tended to be to staff. Special friends were found to be nearer to 'real' friendships in terms of the behaviour observed, and to be more lasting, whereas peer tutor relationships were closer to teaching models, were seen as less fun and tended to lapse when the peer tutors tired of the original playmate and sought out other friends. The difference in roles observed in this study may generalise to situations outside the original programme and have implications for the long term consequences of these experiences on future relationships involving students with disabilities.

3.2 Educational theory and peer integration

In this country, the focus of research and practice appears to be concerned with peer tutoring rather than socialisation (Topping (1987,1988), Sharpley and Sharpley (1981), Barron, 1989) FitzGibbon and Reay (1982), Foot, Morgan and Shute (1990), and to be concerned with school aged students rather than with further education.

Goodlad and Hirst (1989) suggest that different educational theories underlie various forms of practice of a teaching model which they call peer tutoring :

Role - model theory

According to role theory, individuals in particular roles will feel constrained by the expectations of others to behave in certain ways. Therefore, according to this model, students who are given a peer tutoring role will act like teachers while they are in the classroom. Allen's research showed that this led to improved behaviour by the peer tutors in their own classroom : the students responded to being treated in a more adult manner by behaving in a more adult way.

Role-model theory would suggest that students learn better from tutors who are their peers, or who are more similar in culture and background, than from teachers ,who may be perceived as being from an alien world. According to this theory, communication is inhibited by differences in culture between teacher and learner ; it is facilitated if students perceive their teachers as inhabiting similar worlds to their own.

Behaviourist theory

Other peer tutoring schemes are informed by theories of behaviourist psychology, ie learning will be efficient if pupils are rewarded for correct responses, the reward acting as a stimulus to the learner to make another step in learning. (BF Skinner). Programmes developed along these lines are based on highly structured systems of instruction through which the tutee is guided by the tutor.

Gestalt theory

Gestalt theories of psychology assert that learning will occur when the learner can 'locate' an item in an intellectual structure or field. Either the tutor or the tutee can learn by perceiving the way an individual idea relates to a context. Proponents of this theory in relation to peer tutoring argue that the process of organising, preparing and reformulating information in order to make the material meaningful to another student may help the tutor to understand the subject better himself. (Gartner, Kohler and Reissman, 1971)

3.3 Benefits associated with peer tutoring

Goodlad and Hirst (1989) have summarised some of the benefits they associate with peer tutoring :

Tutors should benefit from peer tutoring by :

- * developing their sense of personal adequacy (role theory)
- * finding a meaningful use of the subject matter of their studies (Gestalt)
- * reinforcing their knowledge of fundamentals (Gestalt)
- * experiencing being productive (role theory)
- * developing insight into the teaching/learning process (Gestalt)

Tutees should benefit from being tutored by :

- * receiving individualised instruction (behaviourist theory)
- * receiving more teaching (behaviourist)
- * responding to their peers (role theory and Gestalt)
- * receiving companionship from their tutors (Gestalt)

The types of interaction described in his study include :

- * same age peer instruction
- * monitorial instruction
- * unstructured tutoring
- * structured tutoring
- * semi structured tutoring

The study emphasises a teaching model as the purpose of the peer interaction. Research is focussed on benefits accruing for the tutor, and attitude change is measured principally in terms of improved self-image for the tutors.

Other studies support these findings. Dalas (1974) and Werner (1974) both report on dramatic improvements in the behaviour and motivation of 'high risk' pupils as a result of becoming tutors to less able peers. Remarkable changes have been noted in pupils who assume tutoring roles in studies by Lane et al. (1972), Bean and Luke (1972) and Balmer (1972) although it has been reported that psychometric research has been unsuccessful in supporting this evidence.

Little mention is made of the likely benefits for students with learning difficulties of involvement in peer partnerships.

Other studies have placed more weight on the social and attitude change possibilities of peer tutoring relationships. Fenrick and Petersen (1984) suggest that structured long term contact is the key to maintaining positive attitudes, and conclude that a tutoring role would be an appropriate model for facilitating this. They suggest that integration based on social activities may become aversive and counter productive because of the lack of reciprocation and poor communication skills of the disabled peers. They see the tutoring process as a natural and rewarding way of providing non disabled partners with a structure for maintaining interaction.

3.4 Peer integration in the F.E. Context

Social interaction is a highly desirable outcome of a peer integration scheme. Students following discrete full time educational programmes are unlikely to have opportunities for making contacts outside their own course, and incidental contacts in the canteen or corridor do not result in friendly relations. Students with severe learning difficulties are often disempowered when joining clubs and

societies because of the problems of accessing mainstream services : it may be just too difficult to locate the right room, negotiate the social mores and make sense of the activities without support. One of the roles of a friend is to produce a social context that allows for the performance of actions; it can be argued that friendship groups are arenas for social action : they provide locations in which the student is able to ' explore available role options and master methods of impression management in a supportive ... environment ' (Fine,1981)

It would be inappropriate for college lecturers to attempt to provide an induction into the normalised social environment, and while peers who also have severe learning difficulties may provide an important social group, they may be of limited help in accessing mainstream social integration. The opportunity to build a network of mainstream peers is crucial to the model of access for those with severe learning difficulties; it is they who most appropriately facilitate individual integration : the transition from 'standing out' to 'fitting in'.

3.5 Friendship

Stage theories provide a developmental model in describing friendships. While they relate to maturational stages, they may also be used to describe levels of reciprocity in the relationship. Various models (Selman, (1981), Hindy (1980), Bigelow (1977) follow a loose pattern characterised by Bigelow as :

1. The situational stage, marked by common activities and nearness;
2. The contractual stage, involving the sharing of viewpoints and activities;
3. The internal psychological stage requiring disclosure, the sharing of interests and mutual understanding.

In the context of the integration of students with severe learning difficulties, these stages can be seen in parallel with the three forms of integration identified by Warnock (1978): locational, social and functional. It is to be assumed that friendships between peers with widely differing cognitive skills can be fostered to the first stage of this model (similar to Warnock's 1978 locational integration), in optimum conditions. The challenge is to create conditions within which students can engage in the second two stages. It is hypothesised that where social and functional integration can be supported within an institution, features of the higher level stages of friendship are able to

develop. The development of friendship and the consolidation of functional integration can be seen to be in dynamic interplay.

3.6 The current study

The focus of this study is primarily on differential outcomes for mainstream students. However, unlike other studies which focus on benefits for mainstream peers, the outcomes under investigation are those which have implications for the students with severe learning difficulties, i.e. the demolition of attitudinal barriers and the promotion of practical support for integration. Other benefits accruing for the mainstream students, for example in self esteem or vocational experience, are of interest but are seen as secondary in this study.

In this study, the activities of the Partners Scheme were analysed for evidence of Cole's social / tutoring polarisation. Rather than assigning students to tutoring or social conditions, activities were allowed to arise naturally through the volition of the students themselves. Students with severe learning difficulties advertised for mainstream Partners in order to take up opportunities, ranging from lunch to lessons. During the study, students were asked to describe aspects of the relationship, and these were analysed so that the relationships could be described in terms of social or tutoring in style. The development of friendship is one of the areas of self report.

It is hypothesised in this study that some of the self selected activities of the scheme, such as individual requests for help in areas such as computing, will result in outcomes close to the peer tutoring roles described by Cole. Other activities, such as requests for lunch companions, are hypothesised to result in outcomes more similar to those described in the special friends activities. The outcomes of activities which involve students working together within taught lessons are less obvious, and this study will contribute to knowledge about the extent to which such activities result in outcomes similar to tutoring or to social situations.

SECTION FOUR SOCIAL STRUCTURES THAT ARE SUPPORTIVE OF INTERPERSONAL ATTRACTION : the work of Johnson and Johnson

Johnson and Johnson (1983) acknowledge the disagreement among social

scientists as to whether there are conditions under which contact between 'majority and minority' students will lead to constructive relationships . Their meta-analysis of studies concerning attraction between heterogeneous and homogeneous individuals derives its conclusions from a comprehensive review of existing research. They found that when students from majority and minority groups are educated together, they carry with them the prejudices and stereotypes prevalent in society, many of which are negative. The extent to which these negative attitudes are reinforced or modified depends on the quality of interaction between those concerned. They found that the absence of intervention resulted in attitudes becoming static and over simplified.

4.1 Social Judgment Process

Johnson, (Jones and Guskin, 1984) uses a structure-processing attitude theory (Watson and Jones, 1972) to suggest that social structures define the process of interpersonal attraction. This theory proposes a social judgment process that assumes that particular conditions in integrated settings will either reinforce or break down initial prejudices. When peers first meet, they form impressions about each other that lead to social judgments. This occurs through perceiving initial actions and appearances and generalising them to the total personality of the other person (Asch, 1952, Allport 1954). The characteristic 'handicapped' may dominate initial impressions. According to Johnson and Johnson (1984) impressions may be classified as differentiated or monopolistic on the basis of the number of characteristics which are included in the impression and the way the impression is influenced by the requirements of a given situation. First impressions may become fixed, or stereotyped, (remaining unchanged from situation to situation), or they may become differentiated, (taking into account many different characteristics which are weighted according to the situation), and dynamic, (in a constant state of change) and realistic. Where only a few characteristics are perceived and weighed the same in all situations, a monopolistic situation exists. According to structure - processing - attitude theory, the extent to which attitudes become differentiated, dynamic and realistic depends on the context of goal interdependence, ie the extent to which students work together in a co-operative social structure.

The social judgment process is conceptualised below, in figure 6.

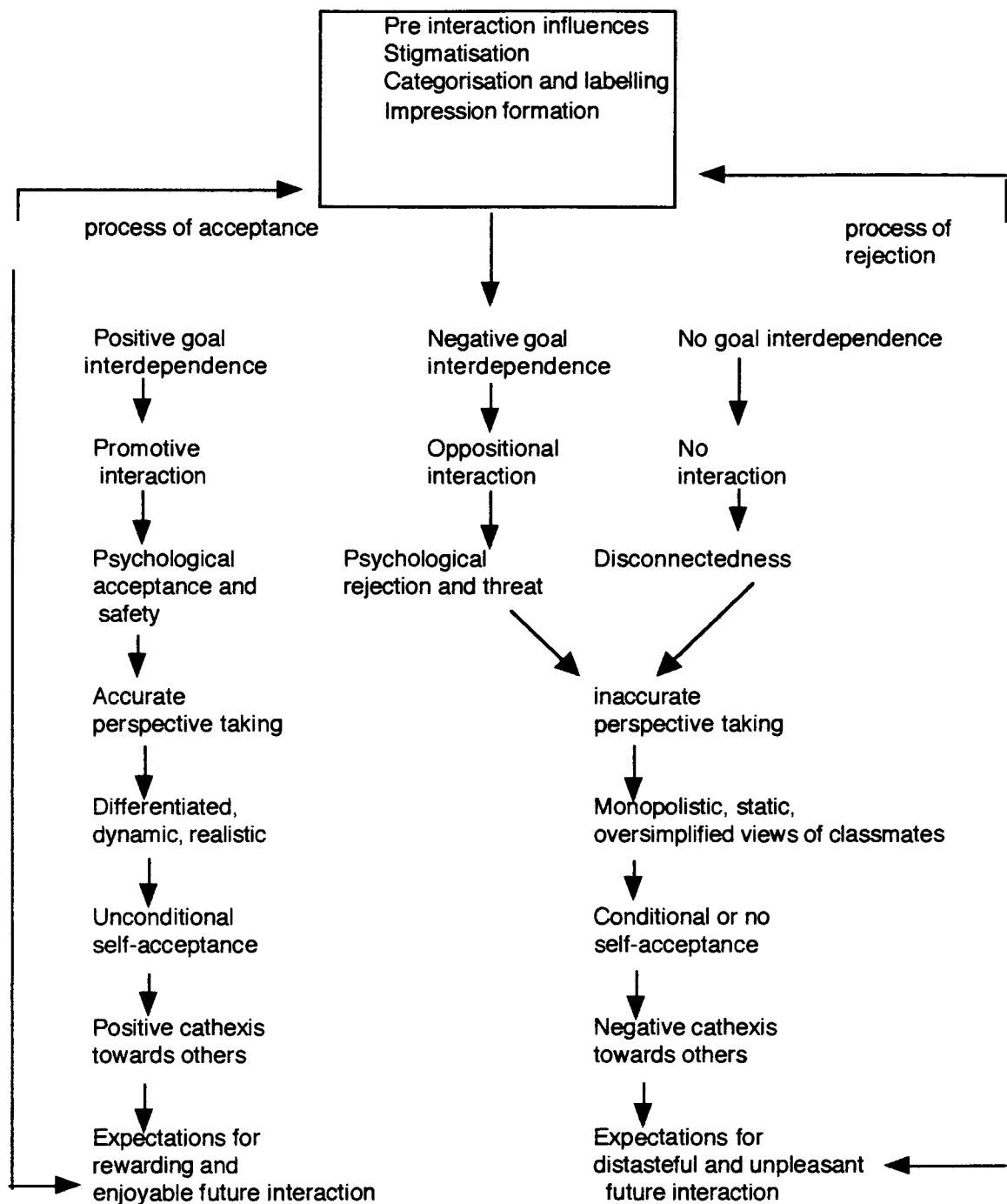


Figure 6: Social Judgment Process (Johnson and Johnson, in Jones and Guskin (1984))

The same study produced useful evidence about ways of structuring interaction so that constructive and supportive relationships can result. These are characterised by 'positive goal interdependence', ie mutual goals requiring co-operative interaction. The importance of common goals is a recurrent theme in the theories described in this chapter. According to this theory, co-operative learning experiences promote greater attraction among heterogeneous peers

than do competitive or individualistic learning experiences. They result in convictions of peer acceptance, accurate understanding of the others' perspectives, differentiated and dynamic view of those involved, feelings of success and self esteem and expectations of future reward. Johnson and Johnson deemphasise individualised learning programmes or whole class teaching and place greater emphasis on co-operative learning styles. This opposes the current trend in education towards whole class, competitive methods of organisation and assessment.

4.2 Definitions

Cooperative learning situations are those in which student attainments are positively correlated and students coordinate their actions to achieve their mutual goals. A student can only achieve a learning goal if the students with whom he / she is cooperatively linked also achieve his/her learning goals. Cooperative learning situations tend to promote a differentiated view of students with disabilities. (Johnson and Johnson 1983).

An example of a cooperative learning situation may be one in which the teacher instructs students to work together as a group to finish one assignment, while ensuring that all group members had mastered the material. All group members give ideas and suggestions, with teacher praising and rewarding the group as a whole.

Competitive learning situations are those in which student goal attainments are negatively correlated, ie students can obtain their goals only if the other students with whom they are competitively linked fail to obtain their learning goals, for example by winning a ranked test.

Individualistic learning conditions are those in which the goal achievement of each student is unrelated to the goal attainment of others. There is no correlation between student goal attainments. Success is contingent on individual performance irrespective of other performance.

An example of an individualistic learning situation is one in which students are instructed to work on their own, avoiding interaction with other students, with teacher praising and rewarding each student individually.

(Johnson and Johnson ,1983)

These three types of goal interdependence create different types of interaction among students, which in turn create positive attitudes towards the acceptance of classmates, or negative attitudes towards and rejection of handicapped peers.

4.3 The benefits of cooperative conditions

Individualistic learning situations tend to promote a monopolistic view of handicapped students by non handicapped students. (Johnson and Johnson, 1983). whereas working cooperatively has the following effects :

1. Cooperative learning will create a pattern of promotive interaction, in which there is
 - a) more direct face to face interaction among students
 - b) an expectation that one's peers will facilitate one's learning
 - c) more peer pressure toward achievement and appropriate classroom behaviour
 - d) more reciprocal communication and fewer difficulties in communicating with each other
 - e) more actual helping, tutoring, assisting, and general facilitation of each other's learning
 - f) more open mindedness to peers and willingness to be influenced by their ideas and information
 - g) more positive feedback to and reinforcement of each other
 - h) less hostility, both verbal and physical, expressed towards peers.
2. Cooperative learning conditions will create perceptions and feelings of
 - a) higher trust in other students
 - b) more mutual concern and friendliness for other students, more attentiveness to peers, more feelings of obligation to and responsibility for classmates, and desire to win the respect of other students
 - c) stronger beliefs that one is liked, supported and accepted by other students, and that other students care about how much one learns and want to help one learn.
 - d) lower fear of failure and higher psychological safety
 - e) higher valuing of classmates
 - f) greater feeling of success

4.4 Creating Cooperative conditions

Creating a cooperative learning situation in most classrooms could be a

problematic endeavour, depending on the ability of the teacher to foster an atmosphere which discourages inter-group competitiveness and supports personal growth. In terms of self-determination theory, an autonomy supportive teacher would be more inclined to support cooperative learning than a controlling teacher.

Possible concerns about the workability of cooperative settings include the likelihood of groups seeking more rather than less able members to enable better chance of success, therefore choosing a competitive situation. Other problems reported may include students' perceptions of being 'held back' by other members of the group leading to ill will among individuals. It becomes increasingly difficult to reconcile cooperative and student centred methods within the context of the exam syllabus and competence based assessments of the National Curriculum, and NVQ / GNVQ. While it may be idealistic to aim to create purely cooperative learning conditions, it is of interest to measure the effect of settings which include goals that are linked rather interdependent.

4.5 The effect of promotive interaction on attitudes

Positive goal interdependence (Johnson and Johnson 1984) creates patterns of promotive interaction and psychological states which in turn create

- a) differentiated, dynamic and realistic impressions of handicapped classmates by non handicapped students, and
- b) a positive cathexis towards others and oneself.

Labels lose their potency when the view of the handicapped peer as a person becomes highly differentiated, dynamic and realistic. Conceptualisation of the handicapped peer stays in a dynamic state of change, open to modification with new information, and takes into account situational factors (eg blind student : category noted by peers when reading from board, forgotten in discussion). With realistic perception comes a decrease in the primary potency of the handicap and a decrease in the stigmatisation connected to the handicapped student.

An aim of integrated settings is the attainment of Positive cathexis, in which

1. The positive value attached to another person's efforts to help one achieve one's goal becomes generalised to the person,
2. Students positively cathect to their own actions at achieving the joint goal, and they generalise that value to themselves as persons, ie the acceptance of and liking for handicapped by non handicapped students increases with positive goal interdependence, and the self attitudes of handicapped students become more positive (Johnson and Johnson, in Jones and Guskin, 1984)

4.6 The current study

An area of investigation in this study is the extent to which the activities of the Partners Scheme can be described as cooperative, and the extent to which those that can be described in this way promote social relationships.

Among students with severe learning difficulties and their mainstream peers, it is suggested that relationships of a social rather than a tutoring nature are most likely to be fostered within cooperative learning conditions . The Partners Scheme never offers individualistic learning conditions because it consists of dyadic and group activities. It is hypothesised that peer tutoring relationships offer few conditions that can be described as cooperative and therefore will fail to promote social relationships to the same extent as more cooperative settings. It is not expected that peer tutoring will result in monopolistic and static relationships, however, but that the outcomes will be related more to educational than social goals.

It is hypothesised that learning conditions that are identified as cooperative within the peer integration scheme, will support the development of promotive interactions such as those effects described above by Johnson and Johnson (1983).

SECTION FIVE

THE RESEARCH FOCUS : HYPOTHESES AND QUESTIONS

Integration and attitude change are well researched fields. The current study aims to synthesise theories of attitude change, motivation, cooperation and peer

interaction through an in-depth analysis of one specific integration project. Much of the research in these areas comes from the U.S.A, and most is set in schools. This study contributes to an understanding of these issues in a British context, and in the tertiary phase of education.

The conflicting trends of entitlement and competition in further education make a study of the outcomes of integration in this setting particularly timely. The creation of opportunities for social interaction between heterogeneous students has been seen to be crucial for the promotion of positive attitudes about, and empowerment for, students with severe learning difficulties. In the current climate of outcome related funding, however, such initiatives are difficult to achieve.

It is therefore particularly important to identify developments in the field that are effective in terms of costs and of outcomes. An integration scheme involving peers uses a readily available resource in a way that is claimed to be advantageous to all. This study aims to substantiate the claim that the involvement of peers is an effective development. The outcomes of the study will add to knowledge about the ways in which the attitudes of mainstream students towards their peers with severe learning difficulties change, in specific ways which are relevant to the promotion of esteem and community access for these students. Knowledge about the contribution of motivational factors to the sustenance of individual commitment, and information about the differential outcomes of students roles and activities is also furthered.

Hypotheses and questions

The literature has given rise to a number of 'possibilities' ; expected outcomes of a peer integration scheme. Some, which can be clearly defined and tested, are presented as hypotheses . Others, which are either more equivocal or are more concerned with the crystallisation of rich attitudinal perceptions, are presented as questions. For these it is preferred that theory will emerge from the data gathering process ; they remain more loosely structured and open to enquiry. The methodology used in the study reflects the blend of inductive and deductive enquiry. A quasi experimental study is conducted, which draws upon a review of the literature in conjunction with grounded theory arising from an early evaluation of the scheme. Instruments to test the various hypotheses are developed as rigorously as is possible in a naturalistic study, with regard to

issues of reliability and validity. Later, qualitative, studies contribute to the veracity of the findings of the quasi experimental study by providing triangulation, and also allow for the use of an open ended, inductive approach designed to reflect the richness of the data and enable enquiry using non standardised approaches.

The major research tool of the quasi experimental study is the use of questionnaire, in a before - after design, while the qualitative studies uses hierarchical focussing in interviews with mainstream students and those with severe learning difficulties as the main method of enquiry.

The research possibilities and hypotheses with which this study is concerned are summarised below, and are accompanied by an indication of how they are investigated in the dual methodology of the various stages of the study. These stages are summarised below :

	pilot study	quasi experimental study	follow up study	qualitative study
cohort				
1992 -1993	X			
1993-1994		X		
1994-1995				X
1996			X	

Figure 7 Phases of the research project

5.1 Premises

The study is based on several premises, arrived at from a study of the literature and from the experience of the writer . It is believed that a peer integration programme will result in benefits for students with learning difficulties and for their mainstream peers. It is believed such a programme, which involves actual, structured contact between heterogeneous students over a period of months provides good practice that will promote positive interaction which, in turn will support the development of attitudes that are positive and which will be likely to lead to desirable behavioural outcomes. The self regulatory styles of the mainstream students are seen to be influential in the continued success of an integration scheme. The roles of the students in their activities, and the

prevalent social conditions will result in differential outcomes from the scheme. It is believed that particular kinds of support from staff will be more likely to enhance and sustain proactive and motivated behaviour among volunteers.

5.2 A summary of hypotheses and questions, with reference to methodology.

The study is conceptualised in terms of start factors (including motivation) and processes, each of which is believed to influence the differential outcomes of the scheme.

START FACTORS

5.3 The attitudes of mainstream students

Two attitude measurement scales were developed, the Views About Disability (VAD) Scale and the Attitudes towards Integration (ATI) Scale. The VAD scale was developed during the Pilot Study, and both scales were used in the quasi experimental study.

Hypotheses

- * College students who have interacted with their peers with severely learning difficulties in the activities of a peer integration scheme will express more positive attitudes towards the rights and adult status of such students than those who have not experienced such contact. (*Views About Disability Scale*)**
- * Mainstream students' attitudes towards students with severe learning difficulties will become more differentiated and realistic as a result of structured interaction with them. (*Views About Disability Scale : analysis of response patterns, interview*)**
- * Mainstream students who have interacted with students with severe learning difficulties through the activities of a peer integration scheme will express more favourable attitudes towards the integration of students with severe learning**

difficulties than will students who have had no experience of interaction with this group. (*Attitudes Towards Integration Scale*)

- * **Mainstream students will become more realistic about the practical implications of integration following the experience of actual involvement in a peer integration scheme. (*Attitudes Towards Integration Scale : analysis of response patterns ; interview*)**

Questions

- * Will participants who already hold more favourable attitudes to students with severe learning difficulties be more interested in seeking social contact with them ? Do students who volunteer for such a scheme already hold more positive views than the college population as a whole (*Attitudes Towards Integration Scale, interview*)

5.4 The motivation of mainstream students

The self regulatory styles of the student volunteers in terms of orientation towards intrinsic or extrinsic forms of motivation may influence the outcomes of the integration scheme. The Reasons for Joining Partners (RJP)Scale was developed to measure students' motivational styles.

Hypothesis

- * **Students who hold more autonomous self regulatory styles will sustain better attendance in a peer integration scheme. (*Reasons for Joining Partners Scale ; attendance data, interview*)**

Questions

- * Will volunteers who join the scheme because of self determined forms of motivation show more positive emotion ; achieve more highly and demonstrate more problem solving behaviour than do those with more extrinsic forms of motivation ? Will the interactions of these volunteers in the Partners scheme be described by students as fun and successful in terms of achievement of goals, whether learning or social in nature, and be perceived to be more able to develop in response to problems or logistics ? (*interview*)

5.5 The classroom climate within which the interaction takes place

The Teachers Orientation (TO)Scale was developed to measure orientation towards autonomy or control.

Questions

- * Will volunteers supporting students within classroom based activities organised by an autonomy supportive lecturer be more likely to take the initiative, sustain the activity and be creative in finding ways of working together ? Conversely, will students working with a controlling lecturer be more likely to wait to be told what to do, and or more likely to drop out
Teachers Orientation scale, interview)

PROCESS FACTORS

5.6 The role of mainstream students

The Relationship Scale was designed to measure features of the relationship between peers that relate to a tutoring / social polarity

Hypotheses

- * **Some of the self selected activities of the volunteer scheme, such as individual requests for individual tuition in areas such as computing, will result in outcomes close to the peer tutoring roles described by Cole. Other activities, such as requests for lunch companions, are hypothesised to result in outcomes more similar to those described in the special friends activities.**

It is expected that, if the findings of this study are consistent with Cole's (1988) findings, certain factors will be positively correlated. These factors are described in more detail in the next chapter. Their expected outcomes can be summarised as follows :The relationship between students in individual tuition settings is expected to be characterised as hierarchical⁴ . If Cole's findings were replicated, these settings may be expected to yield low scores on balance,⁵

⁴ Resembling a teacher / pupil or parent/teacher relationship

⁵ The extent to which one student initiates activities more than the other.

and higher scores on independence⁶ and on task behaviour⁷. These terms are described more fully in the next chapter. Leisure settings are expected to score highly on the social factor. These settings may be expected to yield higher scores than the hierarchical group on balance, but lower scores on independence and on task behaviour.

(Relationship Scale, interview)

Questions

- * Will the activities between heterogeneous peers in lessons with staff result in outcomes similar to tutoring or to social situations?

(Relationship Scale, interview)

- * Will students following discrete full time educational programmes have opportunities for making contacts outside their own course without the input of a peer integration scheme? Will such incidental contacts in the canteen or corridor result in friendly relations?

(Data collection : control group, interview)

- * What benefits will mainstream students perceive benefits for themselves as a result of interacting with students with severe learning difficulties?

(interview)

5.7 The Social Structure within which the interaction takes place

The Cooperation Scale was developed to compare characteristics of cooperative activity in the Partners Scheme across a range of social settings.

Hypotheses

- * Mainstream students who are involved in promotive interaction with their peers with severe learning difficulties will develop attitudes towards them which are differentiated and realistic; ie they will be less inclined to make stereotyping assumptions and will be more responsive to individual differences and situational factors.

(interview, VAD Scale)

⁶ The extent to which one student is dependent on the help of another

⁷ The extent to which students engage with the task

- * Peer tutoring relationships offer few conditions that can be described as cooperative and therefore will fail to promote social relationships to the same extent as more cooperative settings. It is not expected that peer tutoring will result in monopolistic and static relationships, however, but that the outcomes will be related more to educational than social goals. *(Cooperation Scale, interview)*

Questions

- * To what extent can the activities of the Partners Scheme be described as cooperative ? Are relationships of a social rather than a tutoring nature most likely to be fostered within cooperative learning conditions among students with severe learning difficulties and their mainstream peers? . *(Cooperation Scale, interview)*
- * Will social conditions that are identified as cooperative within the peer integration scheme support the development of promotive interactions such as those effects described above by Johnson and Johnson (83) ? *(Cooperation Scale, interview)*
- * Is positive goal interdependence likely to lead to expectations of positive future interaction between students? Will students who have been involved in the Partners Scheme maintain their concern and confidence in advocating for the interests of people with severe learning difficulties? Will young people who have been involved in the Partners scheme choose to make contact with people with learning difficulties in their future lives. *(Post hoc questionnaire)*

5.8 The F.E. Context

Question

- * Will the presence of a peer integration scheme provide institutional benefits in terms of enhancing the college's curriculum offer to the mainstream students ? Will it be seen by college managers as providing a means of addressing some of the broader educational goals which are in danger of being lost in today's narrow, competitive educational climate *(interview)*

CHAPTER THREE

THE DEVELOPMENT OF THE MEASURES OF THE QUASI EXPERIMENTAL STUDY

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CHAPTER THREE

THE DEVELOPMENT OF MEASURES OF THE DIFFERENTIAL OUTCOMES OF A PEER INTEGRATION SCHEME QUASI EXPERIMENTAL STUDY

SECTION ONE : METHODOLOGICAL RATIONALE FOR THE STUDY

The primary purpose of the research can be simply described:

1. To identify attitudinal outcomes for mainstream volunteers that will result in benefits for students with severe learning difficulties.
2. To identify process factors that contribute to positive outcomes for students with severe learning difficulties and for mainstream students.

While there is interest in eliciting further benefits for the mainstream volunteers; in describing the perceptions and detailed interaction between heterogeneous pairs; and of benefits to the institution in terms of its extra curricular offer; the research is intended to contribute towards knowledge that will influence practical decision making for effective service delivery for students with severe learning difficulties. In addition, the intention is to find out whether the experience of interaction will promote positive expectations about future interaction with people with learning difficulties in a way that will influence integration in social and occupational areas.

Methodological paradigms

‘Epistemological purity doesn’t get research done’ (Miles and Huberman 1994)

Denzin and Lincoln (1994) describe a history of research which charts the shift towards the sanction of diverse methodologies which gathered momentum during the 1980s and 1990s. They describe a challenge to traditional positivist / post positivist epistemologies which ‘reproduce only a certain kind of silence’, replacing a quest for external reality in favour of a search for alternative methods which seek to get close to the perspective of the individual, ‘ filtered through the lenses of language, gender, social class, race and ethnicity’. The mid 1990s are characterised by an alliance between quantitative and qualitative ontologies, as researchers from each genre draw upon each others’ methods to enrich and validate their findings.

The measurement of attitude change is particularly problematic and the measurement of processes and outcomes in a field setting can never be completely controlled for reliability and validity. The challenge to the researcher is to capture the reality of the natural setting and to extrapolate theory which can be generalised for use by others. This study uses dual methodology to confirm by triangulation the veracity of the findings and to ensure that the data collected is rich and inclusive.

Experimental methodology is the traditional approach of quantitative social research, based on what is assumed to be a realist ontology. The hypothetico-deductive method is the principle means of establishing causal relationships and relies on the experimental control of variables to test theory. Much of the work of the researcher concerns the construction and operationalisation of measurement. It is necessary for the design to be replicable and generalisable. Quantitative methodology uses theory to direct the process of collection and analysis and interpretation of data.

The emphasis of the naturalistic paradigm is on description as much as explanation, the viewing of experience and behaviour in its full complexity. Theory emerges from the data rather than being imposed. Definitions are generated in context and unique data is included. Recent theorists have argued that quantification is only one of many ways of deriving 'coherent, mobile and combinable inscriptions' in science. (Henwood et al, 1992). Both seek to draw meaning from raw data. The issue of discovery is critical; there are contexts where there is a need for psychologists to generate theory, to 'insert new discourses within old systems of meaning' (Denzin and Lincoln, 1994). The debate about the differential values of qualitative and quantitative approaches continues and more and more studies include not only quantitative but qualitative data.

Qualitative research is often seen as a useful way of preparing the ground for subsequent quantitative research. In this study it is embedded before, during and after the use of more experimental methods and each method is valued equally. The study involves a pilot phase (Appendix 3.3) whose purpose was to generate grounded theory through a close inspection of and analysis of qualitative data. These theories are viewed in the context of a review of the literature, and the

researcher draws upon both in the generation of early tests of measurement. The main study is then conducted in two distinct phases : a quasi experimental field experiment (1993-1994) and a qualitative phase (1994-1995). During the quasi experimental study, a set of hypotheses was tested, generated from the literature and the pilot study of 1992-1993. Subjects of 1993-1994 study also responded to an open ended questionnaire after two years.

The quantitative methods used in the quasi experimental study have the advantages of greater objectivity and structure in their design and are much more open to reliability testing. The principle method of enquiry was the questionnaire. Questionnaires used in the design were tested for internal consistency and stability and care was taken to use methods that were tight and rigorous and as replicable as possible.

In the qualitative study, data were obtained through semi structured interviews, employing the techniques of hierarchical focussing. Specific data analysis strategies are used, not only to confirm the findings of the quasi experimental study, but also to allow for an inductive analysis of the data, through a system of coding and categorisation. Descriptive numerical data is used in the presentation of the findings, accompanied by quotations and case studies.

In this way the theory emerging from the quantitative study was confirmed or challenged, supplemented by non numeric evidence. The value of the qualitative method was more than this, however; it provided an opportunity for respondents to raise and describe issues unexpected by the researcher and to put known theory into words that were true to the reality of the context. The method allowed for differentiated methods of data collection in areas for which experimental methodology is problematic such as the involvement of students with severe learning difficulties .

Criteria for judging psychological research are generally limited to questions about the specific aspects of the methodology such as reliability and validity, internal consistency and generality (Towner, in Jones 1984). It is argued, however, that simply applying these rules to qualitative method is to undermine the benefits of such an approach (Marshall, 1985). Under these rules, the norm of objectivity will attempt to limit researcher bias. The naturalistic paradigm assumes that the

personal is always present in research.

Good theory (Henwood, 1992) should be 'rich, complex and dense, and integrated at diverse levels of generality'. Sampling procedures vary greatly between the methodologies. The experimental method ideally requires random sampling and multiple cases - the larger the better. Qualitative method involved only sufficient cases to extend or modify emerging theory, and negative cases are used to explore challenges to assumptions and categories.

The question of the extent to which findings from this study can be said to have a more general significance is important. Some qualitative researchers use the term transferability rather than generalisability (Lincoln and Guba, 1985). The term refers to the application of the findings of a study in contexts which are similar to the one in which they were derived.

The implications of reporting the findings of qualitative and of quantitative data are different. It is argued that the outcomes of research will be evaluated in terms of their persuasiveness; the proponents of quantitative method would suggest that quantification and statistical reporting are highly convincing; conversely the qualitative researcher proposes the value of theory that fits the data well, is challenging, stimulating and plausible.

Ethical issues influenced the design of each stage of the research. For example, sociometric measures are commonly used in much of the published research on attitude change (Towner. in Jones 1984). In this study it was felt highly inappropriate to measure, for example, the relative popularity (or unpopularity) of students, or to present respondents with a list of positive and negative adjectives, to be applied to a disability group, or to known individuals with disability. The design of questionnaires used in the quantitative study included only non pejorative statements. In the qualitative study students' own self report provided the opportunity for rich data on changes in attitudinal perceptions to emerge, in a way that had not been suggested by the researcher.

In this study, quantitative methods were felt to be most appropriate for the testing of theories that had been well developed but they did not allow for the inclusion of open ended items or for differentiated questioning. Validity was greatly enhanced

by the inclusion of the qualitative study in which the rich, subjective opinions of the respondents were invited and the real, dynamic nature of the project was addressed. The relatively unstructured design enabled respondents to answer in their own words (and signs) and to include information which had not been anticipated, while the structure of the interview schedules ensured that respondents addressed each area of concern. This approach was of particular importance for the students with severe learning difficulties.

The work of Miles and Huberman in creating an epistemological middle ground has been invaluable in the construction of the second stage of this study. The qualitative study follows the 'new method' developed by them (Miles and Huberman, 1994) in which the qualitative design is carefully constructed with regard to issues of reliability as well as validity, while allowing for the induction of real life data.

The presentation of quantitative method in the context of a genuine, college based study and the complementary use of engaging qualitative methods must be seen as the ideal way of arriving at usable findings. The researcher / practitioner is painfully aware of the possible challenges that can be mounted against either paradigm. Highly structured questionnaires based on concepts derived from the literature can be seen by practitioners as irrelevant. Statistical data displays can be highly off putting and difficult to read. Conversely, snippets of rich data derived from small scale studies can be a riveting read but dismissed by the academic community. It is claimed that in this study, the use of both forms of data collection and reporting will provide evidence that will appeal to a diverse audience.

SECTION TWO

THE QUASI EXPERIMENTAL STUDY 1993 - 1994

DEVELOPMENT OF THE MEASURES

Part One

1.1 Research design

The study is a quasi experimental, longitudinal, repeated measures, matched pairs design .

Subjects

Treatment group

(Full details of subjects are presented in appendices 3.1 and 3.2)

The experimental or treatment group consists of 29 volunteers who joined the Partners Scheme during September and October 1993. The sample consists of all students aged 16-19 who applied during this period, with the exception of five volunteers who dropped out of the scheme within the first month. These 'drop outs', are not included in the study as a whole, with the exception of data on motivation and attendance. All subjects volunteered freely in response to advertisements and publicity for the scheme during enrolment. This included posters, leaflets and mention by tutors in pastoral time.

Age

The questionnaire was administered to all students aged between 16 and 19 who applied to join the scheme during September and October 1993. All had come to college as school leavers. While several mainstream adult students joined the scheme at the same time, it was felt that they should not be included in the study, as age and life experience were felt to be influential variables.

Gender

The sample includes 7 males and 22 females. This is representative of the usual gender balance of scheme applicants and is consistent with research demonstrating more positive attitudes towards disability among females. (Beh Pajooh, 1992)

Ethnic grouping

19 of the females are white, one Indian, one Pakistani and one black Caribbean. 5 of the males are white, two Indian and one Pakistani. This reflects the ethnic mix of the college.

Course

The majority of students (23) were studying A levels; 5 were on GNVQ or BTEC courses and 1 student was studying GCSEs.

All respondents were asked about their previous experience of special needs. 12 were joining the scheme for the second year. Of these, one declared special needs of her own (dyslexia); none declared special needs connections through close friends; one had experience through a family member (Mother an SEN volunteer organiser) and one volunteer had taken part in a paired reading scheme at school. 17 volunteers were new to the scheme. Of these, two declared special needs of their own (visual impairment and post operative mobility problems). Two students had taken part in related work experience; one in paired reading and another in riding for the disabled.

None of the volunteers had previous experience of people with severe learning difficulties outside the Partners Scheme.

Reference Group

Each respondent in the treatment group was matched with a pair (see appendices 3.1 and 3.2 for details). The reference group was made up of students at the same college who were matched for age, gender, ethnicity and principal course of study, including at least two A Level subjects. This group was generated by random selection on the college database of 4000 students. A set of 170 students was contacted (five for each treatment respondent).

All reference subjects were asked to declare their previous experience of disability and this was used to match students for this variable. There was a slight variation in the type of special needs experience of individuals available in the reference population. Only one of the reference group declared special needs of her own (dyslexia), and none through family members. Individuals with experience from work experience were included to ensure equal numbers of individuals with experience of some kind. None declared experience of people with severe learning difficulties.

Students with severe learning difficulties

Students involved in the study were all students of Pre Vocational Course One (PVC1), a full time course for people with SLD. All students have attended schools for students with SLD.

There were 18 students with severe learning difficulties on the PVC1 course during the study. All were involved with Partners. 15 students had individual Partners for tuition or leisure activities and as 14 Partners were involved in the classes of the course, each SLD student had between three and five interactions each week with volunteers.

Age

Students with severe learning difficulties were between 16 and 20 and had come to college on leaving school. Some students had worked with Partners in the previous year.

Previous experience

Students new to the college that year responded (with the help of families) to a questionnaire asking about previous experience of integration. No students were reported to have taken part in activities with peers who did not have learning difficulties as part of their school life. One student reported an integrated guide group, and several mentioned the visits to college for a link day each week. The link does not involve integrated activities.

It was not felt appropriate to differentiate between students through IQ testing or other standardised measures, or to try to measure personality or sociometric variables through quantitative methods. The influence of personal characteristics was considered for both mainstream and SLD students in the second, qualitative, study.

1.2 Reliability Checks

Internal reliability

All questionnaires were subjected to item analysis (alpha) during 1993/4 and achieved moderate to good reliability. The results of these are presented in tables 2-6 later in this section.

Stability

A test re-test (Pearson product-moment correlation) was conducted on the Views about Disability (VAD) scale and the Attitudes Towards Integration scales. The VAD scale shows a high degree of stability over time, but the ATI scale is less

VAD scale shows a high degree of stability over time, but the ATI scale is less reliable. Results are presented in table 1 below.

1.3 Summary of the Instruments

Six scales were developed for use with students in Tertiary Education. One, the Views About Disability Scale, included items developed by the researcher and was used in the pilot study. The other scales were modified from existing scales or derived from the work of other researchers.

Start Factors.

- * The Views about Disability Scale
- * The Attitudes Towards Integration Scale
- * The Reasons for Joining Partners Scale

The Views about Disability scale was developed to measure attitudes towards student peers who have severe learning difficulties.

The Attitudes to Integration scale was developed to measure attitudes to the integration of students with severe learning difficulties in Tertiary Education.

The Reasons for Joining Partners scale was designed to describe students motivation for becoming a volunteer with the Partners Scheme.

The Teacher Orientation scale is a measure of teachers' orientation towards autonomy or control in interactions with students. This was used only by staff who supervised or were present during Partners interactions.

Process factors

- * The Relationship Scale
- * The Cooperation Scale

The Relationship scale indicates whether the integrated relationship has predominant characteristics of tutoring or friendship roles. This was used by both students and staff.

The Cooperation scale was designed to measure aspects of the social structure of the activities in which students were involved. It measures indicators of individualistic versus cooperative activity. It was developed for use by student volunteers and by staff observing peer interactions.

1.4 Schedules

Start and end data

Start information was collected by the use of all four scales. The first three were administered in one questionnaire. Students were given the questionnaire on joining the scheme, before meeting students. Staff were given the Teacher Orientation Scale in October/November 1994. The end data questionnaire, which included the first two scales only, was administered after six months in May /June 1994.

In each case, respondents completed the questionnaires in their own time, and returned them either by post or by hand.

Process data

This was obtained in a questionnaire administered while Partners activities were underway, between December and February 1993/4. Mainstream students completed The Cooperation Scale and The Relationship Scale. Staff involved with the scheme completed The Teacher Orientation Scale Scale.

Qualitative data was obtained in the following ways :

- * By an invitation to add comments to questionnaire items.
- * By open ended questions added to the Likert-type scale.
- * From incidental information from comments and observations.
- * From open ended questions included in the evaluation checks of the scheme.

A separate round of qualitative data collection was conducted during 1994 -1995. The results of this analysis are reported in chapter seven.

THE DEVELOPMENT OF THE SCALES START FACTORS

Part Two The attitudes of mainstream students towards students with severe learning difficulties

2.1 The Views About Disability Scale (VAD)

The VAD scale is available in appendix 3.4

Development of the scale

The VAD scale was developed as a result of a pilot study which is described in appendix 3.3. Substantial changes were made to the instrument as a result of findings from the pilot year. An informal item analysis was conducted on the responses of the 25% of highest scorers and the 25% of lowest scorers in order to identify poor discriminators. Marginal comments and annotations were read, and questions which were seen to be ambiguous were excluded. The language of some of the items was made more explicit and abbreviations and technical terms were reduced.

It was decided to remove some of the items concerning attitudes towards integration and to include these in a further scale which was to be derived from existing measures known to have been validated in this area. Some items concerning the 'specialness' of those who work with students with SLD were also included in the Attitudes to Integration scale. Extra items were included which reflected the nature of the qualitative data and discussions within the staff team ; a greater number of items relating to self advocacy and the rights of the individual were included. The revised scale retained the same number of statements, which were further clarified in response to comments invited from respondents during the pilot study and were subject to validity checks and sorting by the team of professionals.

The items of the Views about Disability Scale

Factor 1. Adult status (*Items in italics were later discarded*)

People with severe learning difficulties are like children in many ways.
Partners are there to do things for students with severe learning difficulties.
People with severe learning difficulties need looking after.
People with severe learning difficulties should not have sexual relationships.
Students with severe learning difficulties cannot speak up for themselves.

Factor 2 Rights of people with SLD

Students with severe learning difficulties have a right to further education.
Students with severe learning difficulties can do most things for themselves, with the right support.
Students with severe learning difficulties should choose their own activities.
People with severe learning difficulties are entitled to live and work in the community.
Provision should be made for students with severe learning difficulties to join

ordinary classes.

We should help people with learning difficulties not to make mistakes.

Reliability

An item total correlation for the revised VAD scale was conducted on data received during the 1993 - 1994 quasi experimental study. Two items failed to adhere to either factor under reliability analysis and were not included in the final analysis. One further item was removed from the analysis because the wording of the statements was subject to diverse interpretation, as revealed in marginal comments on completed questionnaires. These three items are in italics in the scale above.

The final VAD scale was analysed as a single scale of 8 items measuring attitudes towards people with severe learning difficulties and also as two factors - Adult Status and Rights of People with Severe Learning Difficulties.

Part Three

The attitudes of mainstream students towards the integration of students with severe learning difficulties

3.1 The Attitudes to Integration Scale

The Attitudes to Integration scale is in appendix 3.4

The development of the scale

This scale was designed to provide information on current attitudes held by Tertiary College students towards the integration of students with severe learning difficulties into Tertiary education.

The scale draws on statements from two well known instruments, the Attitudes Towards Mainstreaming Scale (ATMS, Berryman, Neal and Berryman, 1980), and the Severely Handicapped Integration Attitude Survey (Stainback and Stainback 1983).

Both scales have been used extensively. The ATMS has yielded internal

consistency coefficients of .89 (Berryman, 89). Pearson correlations between individual factors and total scale scores ranged from .81 to .86 . These results indicate that enough evidence exists concerning the reliability and factorial validity of this scale to justify the use of the ATMS in the current study of attitudes to integration in this country.

The items

10 items were selected, five from each of the two scales above. The items were selected to yield information about attitudes of Tertiary students to the integration of peers with severe learning difficulties. This meant that many items relating to other disabilities were excluded, as were questions designed to be used by teachers. Items are presented below, firstly in the form in which they appear in the Attitudes Towards Integration Scale, and next (in italics) in the original form. A summary of changes are then presented.

The Attitudes to Integration Scale

- * In general, integration is a good educational practice.
In general, integration is a desirable educational practice.
- * Students with severe learning difficulties should have the right to be in ordinary classes.
Students should have a right to be in ordinary classrooms.
- * It is possible to teach gifted, average and students with learning difficulties in the same classroom.
It is feasible to teach gifted, normal and mentally retarded students in the same class.
- * Students with severe learning difficulties should be in ordinary classrooms.
Educable mentally retarded students should be in regular classrooms.
- * Integration will be successful enough to be used in schools and colleges in the future.
Mainstreaming will be sufficiently successful to be retained as a required educational practice.
(Berryman, 1980)
- * Only people with a lot of special education training should work with students with severe learning difficulties.
Only teachers with extensive special education training should work with severely handicapped children.
- * Colleges with both ordinary students and students with severe learning difficulties improve the learning opportunities of ordinary students.

Schools with both normal and severely handicapped children enhance the learning experiences of normal children.

- * Ordinary students and students with severe learning difficulties should be taught in separate colleges.

Normal children and severely handicapped children should be taught in separate schools.

- * Students with severe learning difficulties can learn from a good regular class teacher.

Severely handicapped children can learn from a good regular class teacher.

- * Ordinary colleges are too advanced for students with severe learning difficulties.

Regular schools are too advanced for severely handicapped children.

(Stainback and Stainback, adapted from Olley, 1981)

Modifications were made to the language for four purposes :

a) *English/American vocabulary.*

The following vocabulary substitutions were made in order to locate the statements within an English context.

mainstreaming - integration

Regular - ordinary

b) *Disability terminology*

Changes were made to terminology to substitute current British terms for American and sometimes dated language. A strong component of attitude towards integration appears to be the evaluation of the disability with regard to its effect on learning. A brief introduction to the scale located the statements within the context of severe learning difficulties and the majority of questions were adjusted to include the specific mention of severe learning difficulties. The following terms were replaced :

severely handicapped children - students with severe learning difficulties

mentally retarded students - students with severe learning difficulties

c) *Appropriacy*

Some simplifications were made to language to make statements more accessible to Tertiary college students, who cannot be assumed to be familiar with complex or

specialist language. Example :

'Mainstreaming will be sufficiently successful to be retained as a required educational practice' was changed to become
' Integration will be successful enough to be used in schools and colleges in the future'.

d) *Educational Context*

Where necessary, the educational context was specified as college, substituting for statements referring solely to schools.

The items of the scale were assigned to the following factors:

Factor 1 : General Mainstreaming

This factor comprised statements which were retained concerning the efficacy of integration in general (questions 1 and 5).

Factor 2 College Integration

This factor includes statements on the right and advantages of including students with SLD into colleges, without specifying educational integration. (questions 7,8, and 10)

Factor 3 Classroom Integration

These statements relate to the inclusion of students with SLD in educational settings with students who do not have learning difficulties. (questions 2 ,3 and 4)

Factor 4 Specialism

This factor comprises statements about the desirability for special training for those who work with students with SLD. (questions 6 and 9)

Summary of Reliability Checks : Views about Disability and Attitudes Towards Integration Scales.

Stability

A test-retest (Pearson product moment correlation) was performed on the Views about Disability and the Attitudes to Integration Scale. The subjects were an 'A' Level Sociology group (N = 22), and the two tests were administered with an interval of three weeks in November 1993.

In retrospect the choice of subjects for this measure might have been improved, to include a broader spectrum of attitudes. This particular group could have been expected to represent an optimum in terms of knowledge about 'correct' responses to issues of this kind.

VARIABLE	no of pairs	mean	SD
Disability 1	22	37.13	3.49
Disability 2	22	36.27	2.71
Integration 1	22	35.09	4.13
Integration 2	22	33.68	3.85

Table 1 T tests for paired samples, Views about Disability and Attitudes to Integration Scales

VIEWS ABOUT DISABILITY				
Mean	SD	t value	df	2 tailed sig
-0.86	2.33	-1.73	21	0.98
ATTITUDES TO INTEGRATION				
Mean	SD	t value	df	2 tailed sig
1.4	2.9	2.27	21	0.34

Table 2 Paired differences, Views about Disability and Attitudes to Integration Scales

The Views about Disability scale shows a high degree of stability and can be said to be a reliable measure over time while the Attitudes to Integration scale shows a moderate degree of stability over time.

Internal Reliability

Internal reliability was checked using an item - total correlation. All responses (test-retest, reference and experimental groups, time one and time two) were used to check both the VAD and the ATI scales. Each of the measures yielded a moderate to high internal consistency coefficient. The two factors of the VAD scale, Adults Status and Rights of People with Severe Learning difficulties, were also subjected to item analysis using the data of the reference and experimental groups at time 1.

SUBJECTS		TIME ONE						TIME TWO			
	N	mean	vari	S.D.	alpha		mean	vari	S.D.	alpha	
Reference group	29	35.9	13.5	3.7	0.73		37.1	12.9	3.5	0.71	
Experimental group	29	38.4	21.9	4.6	0.75		41.1	22.5	4.7	0.83	
FACTORS											
Adult Status Factor	58	14	6.2	2.5	0.74						
Rights Factor	58	16.3	4	2	0.74						

Table 3 Item-total correlation , Views about Disability Scale

SUBJECTS		TIME ONE					TIME TWO				
		N	mean	vari	S.D.		alpha		mean	vari	
reference group	29	34.5	10.8	3.2	0.51		35	19.1	4.3	0.71	
Experimental group	29	39.68	20.2	4.5	0.78		38.38	18	4.2	0.79	

Table 4 Item - total correlation , Attitudes to Integration Scale

RETEST RELIABILITY										
SUBJECTS		TIME ONE					TIME TWO			
Views about Disability Scale										
Test/Retest group	22	37.3	11.9	3.4	0.64		36.3	7.3	2.7	0.56
Attitudes to Integration Scale										
Test/Retest group	22	32	15.3	3.9	0.68		33.68	14.8	3.8	0.72

Table 5 Test - Retest reliability for the two scales

Part Four

The Self determination perspective.

4.1 Student motivation : The Reasons for Joining Partners Scale

The Reasons for Joining Partners Scale is in appendix 3.4

This scale was devised to identify the extent to which volunteers are motivated to join the scheme by predominantly intrinsic or extrinsic forms of self determination. Research hypotheses and questions are summarised in chapter two. Preliminary research on students' motives for joining took place in the pilot study of 1992-1993. This is described in appendix 3.3

In the experimental study it was decided to develop the investigation into students' motivation by drawing on recent work on self regulation by Deci and Ryan (1991). The revised scale draws on self determination theory (Deci and Ryan 1985,1991) which is described in chapter two. The outcomes sought are manifestations of intrinsic motivation and the internalisation of values and regulatory processes. Research suggests that these processes result in high quality conceptual understanding as well as enhanced personal growth and adjustment. Related to this measure is the Teachers' Orientation scale which assesses the climate of autonomy versus control within which the Partners are operating.

The Instrument

The statements were devised in connection with the Academic Self Regulation Questionnaire(ASRQ), developed by Ryan and Connell 1989. This was designed for children in schools and included four sub-scales measuring the external, introjected and identified forms of extrinsic motivation and also intrinsic motivation. It focusses on students' motivation to do school - related activities and asks them to endorse the degree to which various reasons are true. The scale presents a stem followed by several options. Internal consistency estimates for each option category ranged from .62 to .82, indicating moderate to high levels of consistency. This scale has been used in various recent studies (Daoust, Vallerand & Blais, 1988, Vallerand 1991, Vallerand and Bissonnette,1992) to show that students who had more self determined forms of motivation for doing schoolwork were more likely to stay in school than students who had less self determined motivation. The items of the ASRQ are presented in the appendix 3.4

The current scale (Reasons for Joining Partners) was devised to follow a parallel structure which is intended to identify volunteers who had more self determined forms of motivation for joining the scheme and who were therefore more likely to remain involved than students who had less self determined motivation. The intention was intended to compare actual behaviour with projected outcomes during the study.

The scale consists of 20 statements, five in each of the four categories of extrinsic regulation. (external, introjected, identified and integrated). The language of the items echoes that of the ASRQ in each of the sub scales.

The items of the Reasons for Joining Partners Scale

Questions are counterbalanced for order in the actual scale.

Q Why do you want to join the Partners Scheme ?

External regulation

Refers to behaviours initiated by external factors, performed because of external contingencies such as the need to make up hours on a timetable, or for future use on a curriculum vitae.

Q4. It would be a useful work experience (for employers or for course references).

Q8. My tutor put pressure on me to join.

Q16 I need to make up extra hours on my timetable.

Q19 It would be a good break from the pressures of my course.

Q1 It would help me to become a teacher

Introjected regulation

A person with this motivational style regulates him/herself by internalised rewards (I want people to be impressed by my actions) and sanctions (I will feel guilty if I don't...) He/she behaves in response to internalised rules but fails to identify with the regulation: it involves coercion and does not entail true choice.

Q11 I feel I should do it

Q20 I might be a little ashamed of myself if I didn't.

Q2 It would impress my friends.

Q7 It would impress my tutors.

Q3. It would make me feel I had done some good.

Identified Regulation

This occurs when the person has come to value the behaviour and has identified with and accepted the regulatory process. The person does the activity more willingly because the regulatory process has become more fully a part of the self.

The person feels a sense of choice about behaving.

Q17 I would like to give something back to society.

Q18 I want to do something for me.

Q12 It is important that students take up their right to join in RUTC (Richmond Upon Thames

College) activities.

Q13 *I think it is worth giving up my time because the scheme is important.*

Q14 *I want to increase opportunities for people with learning difficulties.*

Integrated Regulation

This is a form of autonomous self regulation. The regulatory process is fully integrated with the person's sense of self, with his/her other values, needs and identities. These qualities are associated with intrinsically motivated behaviour - such as behaving willingly, being creative and displaying intuitive understanding.

Q15 *I am interested in meeting new people.*

Q2 *I would enjoy doing something different.*

Q5 *I like the idea of doing the activities.*

Q6. *It sounds like fun.*

Q10. *I want to learn new things.*

Scoring

The scale was scored in two ways in accordance with instructions for the ASRQ (Academic self regulation questionnaire).

1. The mean value was calculated of all the items that comprise each subscale. For example, the mean of items labelled EX would represent the subject's score for that subscale. The means of each self regulatory style were computed, i.e. External, introjected, identified and intrinsic. This computation was used to show values for each subject on each style.

2. A weighted score was computed for each subject by combining the four uncorrected scores. The formula for weighting that was used was to multiply the external scale by -2, the introjected scale by -1, the identified scale by 1, and the intrinsic scale by 2. These weighted scores are then added to compute an index of self determination in learning that referred to as the Relative Autonomy Index (RAI) (Grolnick and Ryan, 1987,1989)

The results of each analysis are presented in chapter four.

Internal reliability

Data collected (N = 29) was used for reliability checks.

Item - total correlation : Reasons for Joining Partners					
	N	mean	vari	S.D.	alpha
External regulation (ER)	29	14.7	3.8	1.9	0.42
Introjected regulation (ITR)	29	8.5	5.9	4.4	0.71
Identified regulation (ID)	29	8.1	3.4	1.8	0.76
Integrated regulation (IR)	29	15.7	8.7	2.9	0.75

Table 6 Item total correlation, Reasons for Joining Partners Scale

Reliability was only low for the external regulation factor of the scale. Possible reasons for this may be respondents' reluctance to reveal what they consider to be socially undesirable responses. Results of this factor are to be treated with caution.

4.2 Classroom Climate: The Teacher Orientation Scale

The Teacher Orientation Scale is in appendix 3.7

This section describes the development, testing and use of The Teacher Orientation Scale. It relates to concepts of self regulation expanded in the literature review (Chapter Two) and also in the development of the Reasons for Joining Partners Scale (this chapter, above). The section begins with a description of the conceptual rationale for the scale, with reference to the work of Deci and Ryan. The development of their Problems in Schools Questionnaire, from which The Teacher Orientation Scale is derived, is described, and modifications made for the purposes of this study are discussed. The use of The Teacher Orientation Scale is outlined. Research questions under consideration are summarised in Chapter two.

Rationale

Research has demonstrated that students who learn within classroom climates that are autonomy supportive are more likely to develop integrated forms of self regulation which, in turn, result in benefits for the learner (Chapter Two). These benefits are likely to promote positive relationships and sustaining contacts within a volunteer scheme. A study of variables in the social context of the Partners scheme is of interest because it allows prediction about the development of integrated forms of self regulation.

The Teacher Orientation Scale is designed to assess the orientations of staff toward controlling versus supporting autonomy in young people of staff involved

with the Partners Scheme. The scale was derived from the Problems in School Questionnaire originally developed by Deci, Sheinman, Schwartz and Ryan (1981).

The Teacher Orientation Scale

The Problems In Schools Questionnaire (Deci, 1981) assesses adults' orientation towards controlling versus supporting autonomy in children. The scale was demonstrated to be internally consistent, temporally stable and externally valid. (Full details of the scale are presented in appendix 3.13). It was felt desirable to use the scale as faithfully as possible in the current study. The scale was however developed for use in the USA with children and therefore was subject to modification for use in the Tertiary context in this country.

Like the Problems in Schools questionnaire, the Teacher Orientation Scale is composed of vignettes, each of which is followed by four items. The four items following each vignette represent four different behavioural options for dealing with the problem that is posed in the vignette. Respondents rate the appropriateness of each of the four options on a seven point scale for each of the situations.

Modifications to the Problems in Schools Questionnaire : The Teacher Orientation Scale

The two major areas of modification concern the context of the vignette and the age of subject described in the 'problems'. In the original questionnaire, some vignettes require the respondent to visualise the situation as a parent and some to visualise it as a teacher in a school. Changes were made to the vignettes requiring a teacher response so that they were less specific to a school context and more appropriate to a college setting. Two vignettes were omitted from the scale as a result of these discussions: a vignette referring to a complex situation involving thefts from the classroom which was felt to involve too many variables for a simple rating response and a spelling item which was difficult to adapt for older students.

Changes to the language of the Questionnaire

British American substitutions :

working at grade level
parent conference
junior soccer team

working at a level appropriate to his age
parents evening
football team

controlling (i.e. more extrinsically oriented).

Validity

The adapted scale was administered to three staff from another, similar, college, who were invited to make comments (marginal remarks on the questionnaire and in discussion). It was felt that the items were sufficiently clear for use, although respondents felt the need for more information about each situation described, and felt that the appropriate response would, in real life, depend on the investigation of the situation in some depth.

Criticisms of the Scale

Staff expressed reservations about the simplistic nature of this scale. Discussions demonstrated that respondents preferred to consider various options not presented in the scale and felt that it may be unrealistic to respond to such brief vignettes. While these comments present a threat to validity of the instrument, it was felt that the results of the test should be presented. The high reliability values achieved in the development of the scale by Deci and Ryan and the convincing use and results demonstrated in their studies lead to the conclusion that the findings of this study, while they should be treated with caution, will be of interest for purposes of comparison. The results of the scale are included in Chapter Four.

PROCESS FACTORS

Part Five

Introduction and Rationale for the development of the process instruments

Process factors play a major part in the success or otherwise of relationships between heterogeneous individuals. Not only the motivation and individual characteristics of each person, but the type and quality of activity in which they engage has been shown to be highly influential in the outcomes achieved. (Chapter Two).

The work of Cole et al (1988) and Johnson and Johnson, (1984) has been of particular influence in the development of the research constructs upon which this

study depends. A conceptual model based on the research of these writers is presented below summarising a continuum of differential process characteristics that may be expected to be found in peer interactions.

An aim of the current study is to examine the extent to which these characteristics can be identified in a natural setting, and to identify ways in which they affect the outcomes of the scheme for the individuals involved.

5.1 Conceptualisation of the process factors

Characteristics of peer interactions



The role of the mainstream students (Cole)

Peer Tutoring

hierarchical
(expert/learner)

passivity
(dependency, submission)

high rate of on task behaviour

Special Friends

reciprocal
(role reversals, turn taking)

balance between
social / aggressive / assertive
behaviours

added social and extra contact

The social structure (Johnson and Johnson)

Individualistic/Competitive

separate goals and
separate outcomes
can complete task separately

Cooperative

mutual goals and
linked outcomes
interdependence to complete task
on-task interaction

The measures

Two scales were designed to measure these process factors

1. The RELATIONSHIP scale
2. The COOPERATION scale

The Relationship scale is an indicator of characteristics that differentiate tutoring or friendship roles. It was developed for use by student volunteers and by staff observing peer interactions.

The Cooperation scale was designed to place integrated activities on a continuum which measures individualistic versus cooperative activity. This was used by both students and staff.

Part Six

The role of the mainstream student

This section describes the development of the Relationship Scale. A study by David Cole (1988) is presented as the conceptual source of the scale and the development, testing and use of the items is described, in addition to an outline of the expected outcomes and some criticism of the scale.

6.1 The Relationship Scale

The Relationship Scale is in appendix 3.9

The Relationship Scale was designed to differentiate between peer relationships in terms of tutoring and of friendship roles in order to determine in what ways each dimension may be supportive of positive interaction .

Rationale for the scale

The scale draws on the findings of Cole et al (1988), which support the view that peer tutoring programmes lack two of the three key characteristics which, in addition to contact, are seen to be essential for the promotion of positive intergroup attitudes as articulated in Allport's (1954) contact hypothesis and by subsequent writers(Chapter). These are

- * equal status, and
- * the pursuit of common goals.

Cole, in his comparative study of peer tutoring and special friends initiatives in the U.S.A., found differentiation in terms of the type of relationship that each condition was likely to foster. He found that peer tutoring relationships were characterised by greater on-task behaviour. Mainstream peers assumed more hierarchical, directive and nurturing roles, and tutees were seen to be more passive and submissive. In contrast, Special Friends programmes were seen to be conducive to more reciprocal and balanced behaviour, involving shared activity and taking turns.

Further details of Cole's design and findings are presented in appendix 3.13. The factors of the relationship scale are designed to identify the extent to which the relationships developing between heterogeneous dyads in the Partners Scheme follow these patterns. The scale measures reciprocity and complementarity (i.e. the degree to which partners evidenced equal or disparate rates of certain behaviour) in terms of the following factors : hierarchy, balance, on task behaviour and independence. Social contacts outside the structured settings were also measured.

This study aims find out whether interactions occurring in the Partners Scheme demonstrate outcomes that are consistent with Cole's findings. The activities of the scheme are largely self chosen and arise in response to specific requests from individual staff and students. For the purposes of this study, the activities in which student volunteers engage have been grouped into settings. These have been labelled: lessons with staff; individual tuition and leisure. The latter setting comprises lunch and sports.

The scale is designed to identify the orientation of the activities of each setting towards outcomes associated with tutoring or with socialisation. There is an assumption that settings that emerge as similar to 'special friends', (i.e. being more balanced and reciprocal in nature, will be more supportive of positive social interaction, while tutoring contexts will be more purposeful in terms of on task behaviour, but less supportive of social relationships.

The findings of this study should enable participants in Tertiary education to select activities that are more likely to meet their needs, and will enable project managers to predict more clearly the outcomes of particular types of activity.

Factors identified by Cole

While Cole's Relationship Scale was not available for use in its entirety, he offers a description of relation rating scales used by teachers and behavioural observers, for each of the five factors used in his study. These are symmetry, hierarchy, fun, engagement and vitality. Definitions of these factors are presented in the appendix 3.13.

It was decided not to replicate these factors directly. The subtle differences

between factors such as fun, engagement and vitality were felt to be open to confusion when used in a rating scale alone and it was also desirable to design the new scale in the light of the findings of Cole's study.

Factors of the Relationship scale

The Relationship Scale was designed to elicit information about actual interactions between specific individuals in their weekly meetings, to build a profile of information relating to the findings from Cole's study about each of the settings of the Partners Scheme. The scale is intended to differentiate between behaviours that characterise independence / dependency; engagement with the task; balance / imbalance; hierarchical or social features of the relationships.

Five factors were developed to measure these aspects: independence; on task behaviour; balance; hierarchy and social contact.

The independence factor concerns the extent to which one partner is dependent on the help of the other. The on task factor seeks to identify the extent to which students engage with the task together; the balance factor seeks to identify the extent to which one partner initiates activities more than the other. The hierarchy factor was constructed to elicit information about tutoring characteristics, while a new factor was introduced to identify characteristics of a more social nature. Items are presented below. Those in italics were rejected as a result of reliability tests and were not included in the analysis of the data.

Items of the Relationship Scale

Independence	Does the PVC1/ACL student depend on your help ?	usually / sometimes/ seldom
	Do you tell the PVC1/ACL student what to do ?	usually / sometimes / seldom
	Does the PVC1/ACL student wait to be helped by you ?	usually / sometimes / seldom
On Task	Do you both usually stick to the task?	usually / sometimes / seldom
	Does the PVC1/ACL student keep working while you are there ?	usually / sometimes / seldom
	Does the PVC1/ACL student get the job done well, with you ?	yes / no / don't know
	<i>Is the relationship confined to working on the task, or do you spend any time just socialising ?</i>	
Balance	Who is more friendly in this relationship ?	me /PVC1/ACL student / equal
	Who stands up for him/herself more in this relationship ?	me /PVC1/ACL student / equal
	Do you think the relationship is balanced (ie no-one is always the best or the most dominant) ?	yes / no / don't know
	Do the PVC1/ACL student and you take turns?	usually/sometimes/ seldom

Who is more assertive in this relationship ?
Do you think the relationship is flexible, ie your roles change according to circumstances ?

Hierarchy Are you teaching something ? **yes / no**
Do you chat mostly to staff ? **yes / no / doesn't apply**
Is the PVC1/ACL student ever in charge ? **usually/ sometimes/ seldom**
Does the PVC1/ACL student know that you are not a teacher ?
Do you have break with the staff ? **usually / sometimes /seldom /doesn't apply**

Social factors Do you have break with students ? **usually / sometimes /seldom /doesn't apply**
Do you chat mostly with students ? (as opposed to staff) **usually / sometimes/ seldom**
Do you meet the PVC1/ACL student outside the sessions ? **yes / no / don't know**
Do you think you have made a friendship ? **yes / no / couldn't say**

Reliability testing

Internal Reliability : Relationship Scale N = 29				
<i>factors</i>	mean	vari	SD	alpha
Independence	1.2	1.2	1	0.77
On task	2.7	0.5	0.7	0.71
Balance	2.9	1.5	1.2	0.75
Hierarchy	2.5	0.5	0.7	0.7
Social	2.4	0.6	0.8	0.09

Table 7: Item total correlation, Relationship Scale

These scores were obtained from the revised scale following the deletion of items in italics above. The scale was administered to both staff and students. Agreement between the groups was calculated at between 75 and 81%.

The item-total analysis demonstrated that the social and hierarchy factors were highly unreliable. Analysis of the data demonstrated that, in practice, findings were confounded because respondents were unable to answer some of the items, which did not relate to all circumstances. For example, not all activities involved a break. Respondents also tended to annotate their answers to these items rather than use options given. It was decided that although these items could not be seen to constitute a scale, the findings were highly relevant. In the analysis of the data (Chapter Four), responses to these items were considered individually, following some collation of data. The following data were calculated as percentage scores from the answers given :

Data derived from answers to the social and hierarchy factors
% who consider themselves as teaching
% who spend equal time or more with SLD students (rather than staff)
% who say students are sometimes in charge
% who meet SLD students outside the regular session
% who consider they have made a friendship

Administration of the scale

The scale was administered, with the Cooperation Scale, between January and February 1994, when volunteers had been involved in the scheme for between two and three months. Volunteers received the questionnaire from tutors and returned them in their own time. An introduction to the questionnaire invited respondents to identify a student they work with most in the scheme and name him/her.

Respondents were asked to answer the items in relation to this individual as known through the interactions of the scheme. Reassurance was given there that there were no wrong answers, and respondents were invited to add their own comments if wished. Definitions were given of the student groups identified in the items (i.e. PVC1/ACL) although these were familiar terms to the respondents concerned.

Response format

The Relationship Scale was designed as a multiple choice questionnaire rather than a rating scale as used by Cole. The design of the response format was an extremely challenging task: the aim was to design a format that allowed appropriate responses to items that referred to a wide range of contexts. The multiple choice format allowed differentiated responses tailored to the specific context of the item. Responses options were offered for each item, according to the following rationale:

- * Items probing respondents' perceptions of the activity were rated yes / no / don't know, *i.e. are both of you working for the same result ?*;
- * Items probing the extent to which an aspect of an activity takes place were rated always, usually, seldom, never ; *i.e. do you have to work together to complete the task ?*
- * Items probing the differentiated roles of the students were rated me / PVC/ACL student, equal, *i.e. who is more friendly in this relationship ?*
- * Items were also assigned a differentiated non committal response where appropriate, such as: doesn't apply, couldn't say, don't know *i.e. Do you think you have made a genuine friendship ? yes / no / couldn't say.*
- * In one case, an open ended response options was also offered: *Are you teaching something ? : yes / no. Please specify.*

Scoring

The measure was scored for evidence of each factor. Responses that demonstrated the presence of independent ; on task; balanced; hierarchical or social behaviour, (as indicated by responses of yes, always, or usually), were allocated a score of 1. Scores were computed for each factor. Responses to each factor were sorted according to setting, and computed as percentages of the total possible for each factor, i.e. $N = \text{no of respondents} \times \text{no of items}$. For example, 100% of respondents having lunch together rated the activity as high in independence, whereas only 33% of respondents involved in a tuition relationship did so.

Settings

The data of the process measures were analysed according to settings, i.e. lessons with staff; individual tuition; sports and lunch. The latter two were combined in some analyses as a leisure setting. The individual tuition setting is most clearly similar to a peer tutoring model, while the leisure activities may be expected to be more social in nature. The orientation of lessons with staff (the largest group) was unknown.

6.2 Hypothesis testing

It was expected that, if the findings of this study were consistent with Cole's (88) findings, certain factors would be positively correlated. Individual tuition settings were expected to score highly on the hierarchy factor. If Cole's findings were replicated, these settings may be expected to yield low scores on balance, and higher scores on passivity and on task behaviour. Leisure settings were expected to score highly on the social factor. These settings may be expected to yield higher scores than the hierarchical group on balance, but lower scores on passivity and on task behaviour.

The results of the scale for lessons with staff are valuable for two reasons :

1. It is possible to identify the extent to which outcomes from integrated lessons are most likely to be social or tutorial;

2. Benefits for students in terms of independence, on task behaviour and balance can be compared with other settings.

Part Seven

The Social Structure

This section includes a rationale for the development of the Cooperation scale, with reference to the work of Johnson and Johnson. The development, testing and use of the items is described, in addition to a summary of the expected outcomes and some criticism of the scale.

7.1 The Cooperation Scale

The Cooperation Scale is in appendix 3.9

Rationale

This scale was designed to yield information about the social structure within which integrated groups of two or more students interact during the activities of each of the settings of the Partners scheme. The structure - process- attitude theory of attitude acquisition and change (Watson and Johnson 1972) posits that social structures define the process of interpersonal interaction, which in turn determine what interpersonal and self-attitudes are acquired and maintained (Chapter Two).

A key factor identified by the research as determining whether integration or mainstreaming promotes positive cross handicap relationships is the extent to which students cooperate, compete or work independently in the classroom. The Cooperation scale seeks to identify the extent to which the interaction between mainstream volunteers and students with severe learning difficulties can be seen to be cooperative, as characterised by Johnson and Johnson (1984). Salient features are:

- * student goal attainment is positively correlated.
- * students coordinate their actions to achieve their mutual goals.
- * students achieve their goals only if the classmates with whom they are linked also achieve their goals (Johnson and Johnson, 1984).

It is hypothesised that there is a relationship between the orientation towards

tutoring or socialisation and the orientation towards cooperative as opposed to individual or competitive conditions. Social relationships and cooperative conditions are mutually supporting, i.e. social relationships will flourish within cooperative conditions, and cooperative conditions will foster social contacts. The principal differentiation between the learning situations is concerned with goal interdependence. While it is acknowledged that true goal interdependence may be an unrealistic target among such widely differing individuals, (ie those with severe learning difficulties and those without), it was felt that the orientation of the activity (ie towards individualistic or cooperative styles) may be significant.

The Cooperation Scale is designed to investigate features of the social structure of each of the settings of the Partners scheme, in order to identify the extent to which each setting can be described as cooperative in relation to the others. As each of the activities of the Partners scheme is designed to involve two or more individuals working together, it is unlikely that individualistic or competitive conditions will be present.

It was expected that cooperative learning conditions were most likely to be found in the sport and lunch settings, characterised as they are by a high degree of balance, reciprocity and socialisation. The results of the analysis of the data of the Relationship scale also suggest that a good level of cooperation may be expected from the lessons with staff, as they too demonstrate balance and equity between students in their shared activity. In contrast the tutoring sessions, which are more task orientated and emphasise the skills of the mainstream student at the expense of the student with learning difficulties, demonstrate fewer cooperative features.

The work of Yager, Johnson and Johnson

The Cooperation Scale was developed to measure constructs identified and subjected to extensive research by Johnson and Johnson (with Maruyama, 1983, in Jones and Guskin, 1984). The aim of the scale is to identify features of cooperative interaction in the activities of the Partners Scheme.

In 1985 Yager, Johnson and Johnson and Snider conducted a study comparing the effects of cooperative and individualistic learning contingencies on interpersonal attraction, social acceptability and self esteem between handicapped

and non handicapped fourth grade students¹. This study is described in Appendix 3.13.

The items of the Cooperation scale were designed to measure features of the cooperative conditions as described in the Yager study. Key features were identified and items developed are presented below :

Goal structure of activity (Johnson and Johnson)

Individualistic/Competitive

separate goals and
separate outcomes
can complete task separately

Cooperative

mutual goals and
linked outcomes
interdependence to complete task
on-task interaction

Items of the the Cooperation Scale

Do you and the PVC1/ACL student take part of the task each ?

Are both of you working for the same end result ?

Do you think the task would get done if you were not there ?

Do you and the PVC1/ACL student do the task separately ?

Do you have to work together to complete the task ?

Is there any goal in this activity that applies to everyone, e.g. a meal, getting fit ?

Agreement

The scale was developed in two forms, to be used by student volunteers and by staff. The only modifications to the scale were to change references from first to third person. Agreement between the two groups was calculated and was found to be between 65% and 100% (Chapter Four)

Validity

Items were discussed, read and adapted by professional colleagues and by student volunteers (from a previous cohort of the scheme) before inclusion in the scale.

Reliability

¹ Terminology of the study (1985)
Chapter three

An item-total correlation was conducted on data of the Cooperation Scale following its use by student volunteers of the Partners Scheme in the quasi experimental study 1993-1994.

Internal Reliability : Cooperation Scale (N = 29)			
mean	vari	SD	alpha
3.3	1.6	1.3	0.82

Table 8 : Item-total correlation, Cooperation Scale

Two items, which reduced the reliability of the scale were removed. These were: *Do you have a different reason for doing the activity ?* and *Do you and the PVC1/ACL student choose to do the task together ?* In retrospect, respondents were unlikely to be able to answer these questions as they required insight into the perceptions of both partners.

Administration of the scale

The scale was administered, with the Relationship scale, between January and February 1994 when volunteers had been involved in the scheme for between two and three months and was subject to the administration conditions described for that scale (above). Additionally, students were asked to identify the specific activity they are most usually involved in with the scheme, to check the setting to which they should be ascribed.

Response format

The Cooperation Scale was designed as a multiple choice questionnaire. As with the relationship scale, the design of the response format was an extremely challenging task in order to elicit the extent to which each item was applicable to the diverse contexts in which the respondents were involved. Responses options included always / usually / seldom / never, (*i.e. Do you and the PVC1/ACL student do the task separately ?*) and yes/ probably / not as well / no (*i.e. Do you think the task would get done if you weren't there ?*) One question included an open ended item (*Is there any goal in this lesson that applies to everyone ? Please specify*).

Scoring

The scale was scored for evidence of cooperative conditions, (i.e. of a mutual goal, shared task and need for both to be present). Responses of always, usually, yes and probably rated a point. Responses to each factor were computed as percentages of the total and sorted according to setting.

Settings

The data of the process measures was analysed in the same way as the Relationship Scale, according to settings, (i.e. lessons with staff, individual tuition, sports and lunch). The latter two were combined in some analyses as a leisure setting. The individual tuition setting is most clearly similar to a peer tutoring model, while the leisure activities may be expected to be more social in nature. The orientation of lessons with staff (the largest group) was unknown.

7.2 Cooperative conditions and relationship type

It is hypothesised in this study that, in the context of cross-disability peer interaction, certain social structures and relationship types are mutually supportive i.e. that cooperative social structures will be highly compatible with 'special friends' type relationship roles. The settings in which both features are present are anticipated to be more balanced; more likely to result in additional social contact and more likely to lead to self report of friendship among the students concerned.

Peer tutoring is expected to involve linked outcomes and some on task interaction, but to lack shared goals. Seen in conjunction with the relationship rating, the interaction is expected to be more like a teaching relationship, with less balance, a higher rate of on task behaviour and less reporting of additional contacts between students or reports of friendship.

Cooperative learning environments may therefore be expected to support positive social relationships. No peer activities of the Partners Scheme are likely to be either competitive or individualistic in structure but relationships that are expected to be hierarchical in nature - such as peer tutoring - may be expected to be less supportive of mutual socialisation. To summarise, social structures in the Partners scheme may be expected to be identified on a continuum between cooperative and

hierarchical, rather than individualistic or competitive conditions.

7.3 Criticisms of the Relationship and Cooperation Scales

The construction of the two scales was challenging and problematic. The development of a single scale for use in a naturalistic context is highly complex in terms of consistency and reliability: It was difficult to construct questions that could be answered by respondents across a variety of contexts. The variable response options made it easier for respondents to select an appropriate option, but made computation of the data complex. Benefits of the scale are derived from its high validity, as it elicits a range of differentiated information - including qualitative data. In retrospect, the use of a rating scale would have enabled responses to be scored with greater reliability.

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CHAPTER FOUR RESULTS OF THE QUASI EXPERIMENTAL STUDY

SECTION ONE Data Analysis

1.2 Start Data: attitude change

Data were analysed in two stages. In the first stage, the main effect of each scale was tested. A fine grain examination of the attitude change data was then conducted for each of the two scales, the Views About Disability Scale and the Attitudes Towards Integration Scale. The Chart below summarises the range of tests and displays used to analyse and present the data.

1.2 Motivational and Process Data were subject to descriptive and exploratory statistics. Chi square was used when appropriate, but in most cases the number of subjects was too low for confirmatory tests to be used. The range of tests and displays used to analyse and present the data is summarised below

	Confirmatory test			Data display	
	TWO WAY ANOVA	ONE WAY ANOVA	SCHEFFE	HISTOGRAM	GRAPH
VIEWS ABOUT DISABILITY SCALE : comparison of mean scores					
	X				X
Adult Status Factor : main effect, a comparison of mean scores					
	X	X	X	X	
Adult Status Factor : fine grain analysis of response patterns					
'don't know' responses	X			X	X
moderately positive responses	X			X	X
highly positive responses	X			X	
Rights of People with SLD: main effect, a comparison of mean scores					
	X	X	X	X	
'don't know' responses	X			X	X
moderately positive responses	X			X	X
highly positive responses	X			X	
Attitudes Towards Integration Scale : main effect, a comparison of mean scores					
	X	X	X	X	
Attitudes Towards Integration Scale : main effect, a fine grain analysis of response p					
'don't know' responses	X	X	X	X	
moderately positive responses	X			X	
highly positive responses	X	X	X	X	

Table 9 : Attitude Change - summary of data analysis methods X indicates the use of the test or display

SECTION TWO ATTITUDES AND ATTITUDE CHANGE : THE RESULTS

Where a direction is predicted, hypotheses are stated. These are followed by more open ended questions.

Part One : The Views About Disability Scale

2.1 The main effect

Hypotheses

It is hypothesised that college students who have interacted with their peers who have severe learning difficulties in the activities of a peer integration scheme will express more positive attitudes towards the rights and adult status of such students than those who have not experienced such contact.

It is also hypothesised that mainstream students' attitudes towards students with severe learning difficulties will become more differentiated and realistic as a result of structured interaction with them.

Questions

Do students who volunteer for such a scheme already hold more positive views than the college population as a whole ?

Analysis of the main effect

The Views about Disability scale was subject to two way analysis of variance (ANOVA), mixed design (Appendix 4.1) One between factor variable was assigned (three groups). The pre and post administration of the measurement constituted the within factor variable.

The ANOVA demonstrated significant differences between the reference and experimental groups (Between group differences, $F = 6.6$; $df = 2, 18$; $p < .01$ ($p = .003$, Within subject (change over time) demonstrated no significant effect ($F = 1.04$; $df = 1, 5$; $p > 0.05$ ($p = .313$), a significant interaction was observed between groups over time. (Group x time interaction, $F = 4.11$, $df = 2, 5$; $p < 0.05$ ($p = .022$)

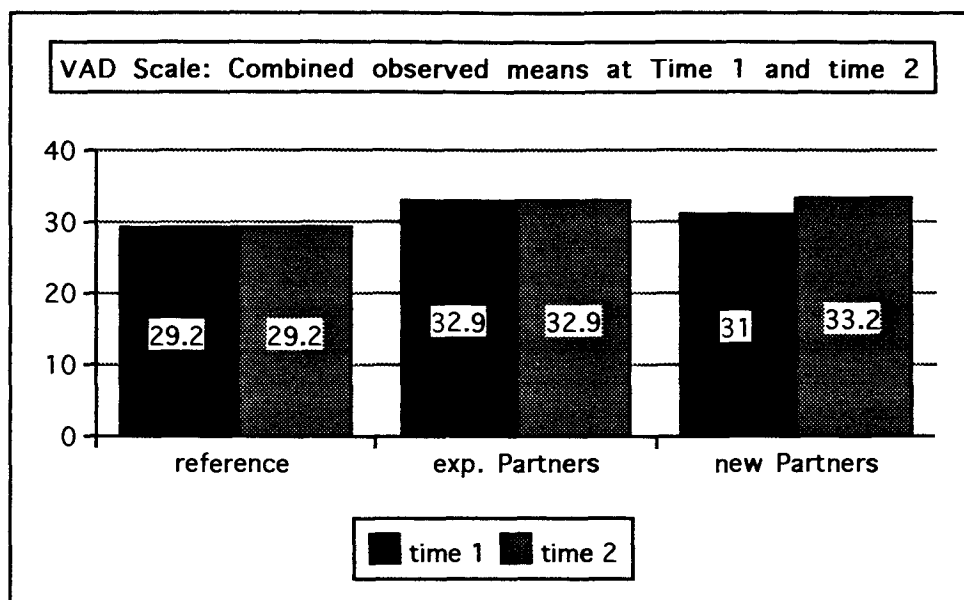


Figure 8 : Combined mean scores for the Views About Disability Scale at time one and time two.

Both the experimental groups held significantly more favourable attitudes than the reference group and the new Partners attitudes were significantly more positive at time two, after interaction.

2.2 The two factors of the Views About Disability Scale

The Views about Disability scale (VAD) is made up of two factors which contribute towards the general measure: Adult Status and Rights of people with SLD. These are described and analysed in turn below. Each factor was subjected to analysis of the main effect and a fine grain analysis of response patterns.

The latter analysis seeks to test the hypothesis by determining the proportion of Partners whose answers become less polarised - that is - less likely to make the most positive or most negative responses on the Likert - type scale. It is argued that less polarised responses represent less stereotyped (idealistic) attitudes and therefore more accurate and differentiated.

An analysis was also made of the proportion of students who are more likely to declare that they hold a view of some kind about disability issues, following the experience. That is, students who no longer choose item 3 of the Likert scale ('don't know") in favour of other response options. This can be argued to be further indication that students have developed more differentiated and realistic attitudes: they are less likely to claim that they do not know and more willing to express an opinion.

Each of the two factors of the Views About Disability Scale, (the Adult Status factor and the Rights of People with Severe Learning Difficulties) was analysed to show response patterns for experienced Partners, new Partners and a matched reference group.

In each case, the frequency of the following responses was examined:

1. 'don't know' (item 3 on the scale),
2. agree/disagree (items 2 or 4 depending on whether the statement is positive or negative). This is described as a 'moderately positive' score, and
3. Strongly agree/ strongly disagree (items 1 and 5 depending on whether the statement is positive or negative). This is described as highly positive.

2.2.1 a Adult Status Factor : main effect

This factor is concerned with the conceptualisation of people with severe learning difficulties as adult in terms of sexual independence; the need for protection, and their ability to advocate for themselves.

Hypothesis to be tested

College students who have interacted with their peers with severe learning difficulties in the activities of a peer integration scheme will express more positive attitudes towards the adult status of such students than those who have not experienced such contact.

Data analysis

Analyses of variance (two way and one way) were conducted to determine the contribution of the Adult Status factor towards the confirmation of the attitude change hypotheses (Appendix 4.2).

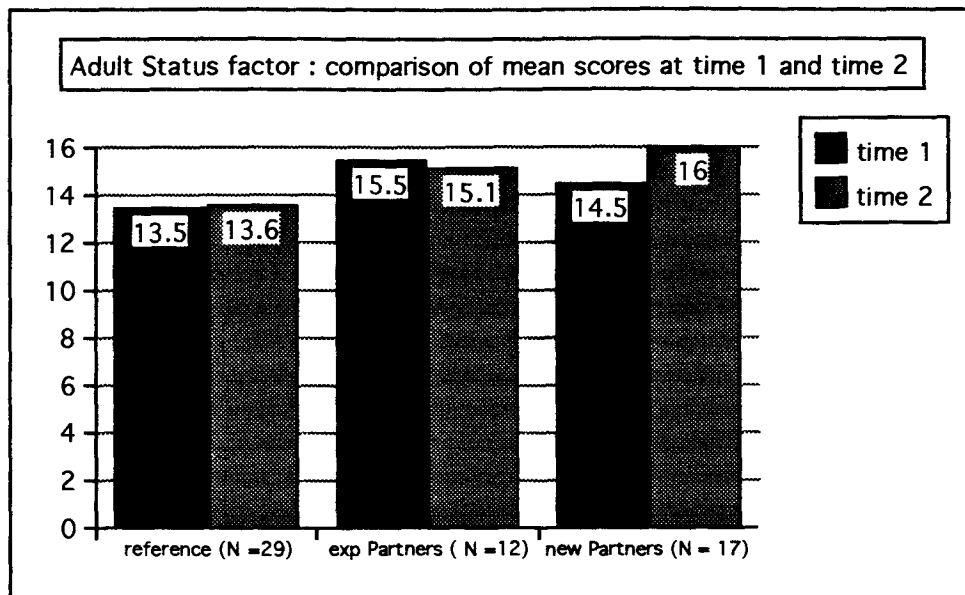


Figure 9 : A Comparison of combined observed mean scores of responses to the Adult Status factor of the Views about Disability Scale, by experienced and new Partners, with a reference group.

A significant difference was observed between groups ($F = 5.48$; $df = 2, 7.86$; $p < 0.01$ ($P = .007$)). No significant change was observed over time ($F = 1.48$; $df = 1, 2.8$; $p = > 0.05$ ($p = .229$)). No significant interaction effect was observed ($F = 2.84$; $df = 2, 4.19$; $p > 0.05$ ($p = .067$)).

A one way, between group, analysis of variance was conducted at each time and showed significant differences between groups (Appendix 4.2).

A Scheffe test with significance level of .05 was conducted. (Appendix 4.3) No two groups were found to be significantly different at time one, but at time two new Partners' attitudes were seen to be significantly more positive in comparison with the other groups.

2.2.1b Adult Status Factor : fine grain analysis of response patterns

The main effect does not reveal the differentiation between students' responses to the items of the scale. It has been hypothesised that responses are likely to become more differentiated and realistic (i.e. moderate or tempered by experience) after actual contact has been made. A closer analysis of the data shows that there have been significant movements between the response patterns of the experimental groups that are not found in the reference group. These analyses are presented below (Figure 10).

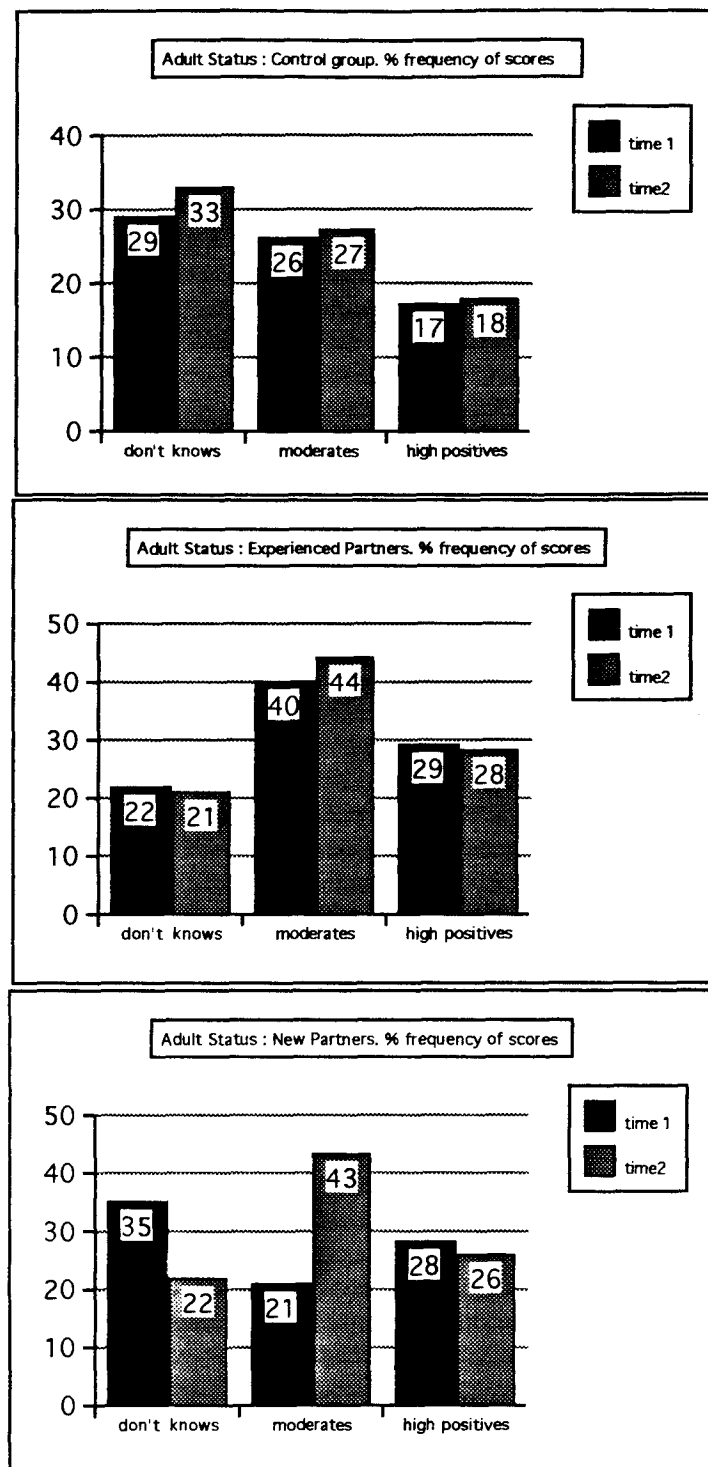


Figure 10 : Percentage frequency of responses to the Adult Status factor of the Views About Disability Scale:

1. 'Don't know' scores (item 3 on the 5 point Likert scale)
2. Moderately positive scores (item 4 on the 5 point Likert scale)
3. Highly positive scores (item 5 on the 5 point Likert scale)

Each of the response groups- the 'don't know's, the moderately positives and the 'highly positives' was subject to two way analysis of variance (Appendix 4.4)

'Don't know' responses

The analysis of variance demonstrated no significant differences between groups ($F = .8$; $df = 2, 1.4$; $P > 0.05$ ($p = .4$). There was no significant change over time $f + 1.65$, $df = 1, .4$; $p = > 0.05$ ($p = 0.20$). A significant interaction of groups over time was shown ($F = 3.1$; $df = 2, .64$; $p = < 0.05$ ($p = .054$) .

Students who are new to the scheme show significantly fewer 'don't know' responses at time two while the reference group and the experienced Partners' rate of response is relatively stable (Figure 11).

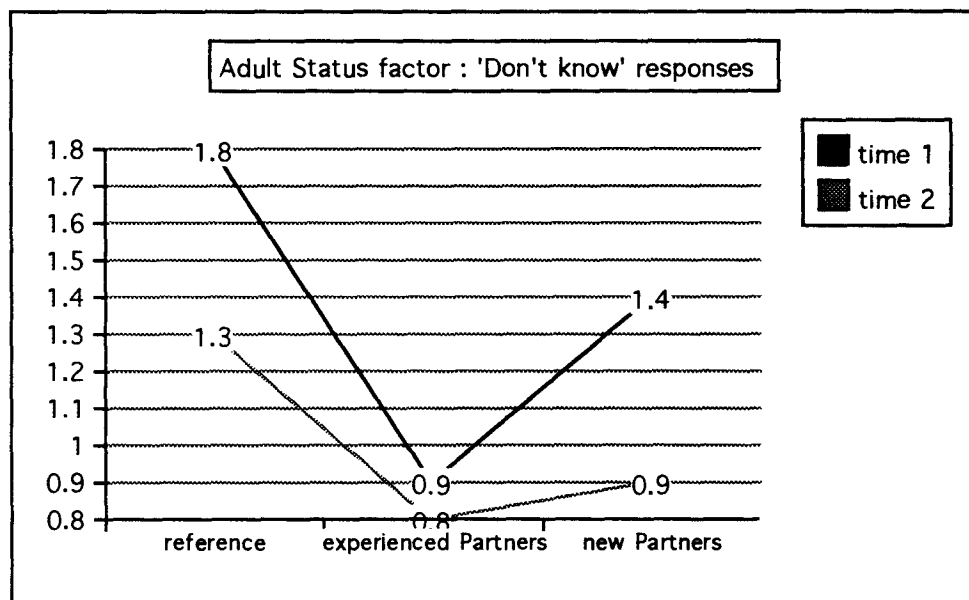


Figure 11: Mean frequency responses to the 'don't know' item of the Adult Status Factor of the Views About Disability Scale

Moderately positive responses

No significant difference was demonstrated between groups, but a trend was observed ($F = 2.8$, $df = 2, 1.1$; $p = > 0.05$ ($p = .068$). Significant differences were observed over time ($F = 7.3$, $df = 1, .5$; $p = < 0.01$ ($p = .009$) A highly significant interaction was observed between groups over time ($F = 4.4$, $df = 2, 3.3$; $p = < 0.01$ ($P = .017$))

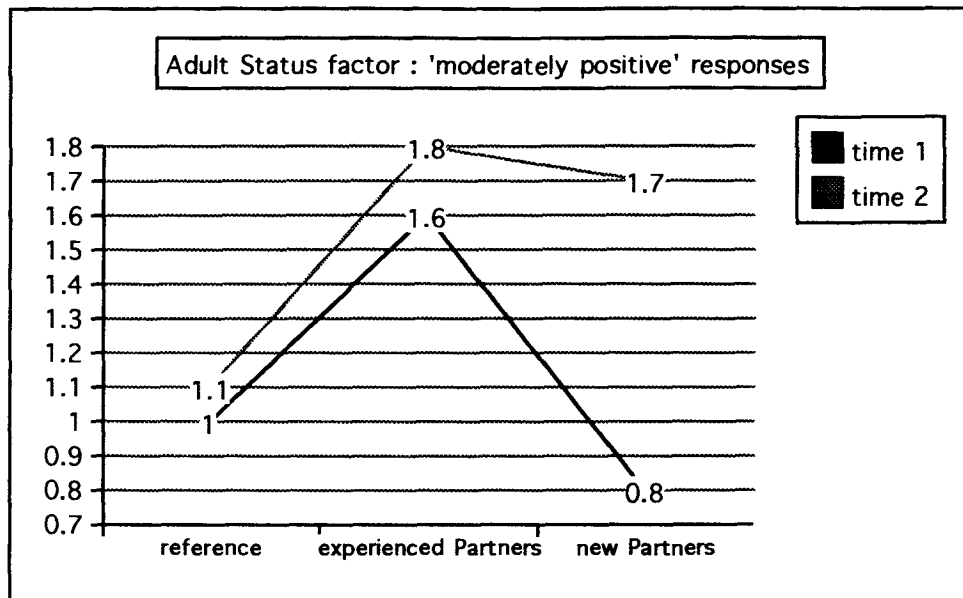


Figure 12: Mean frequency responses to moderately positive items of the Adult Status Factor of the Views About Disability Scale

Highly positive responses

No significant differences were observed in this analysis. There were no differences between groups ($F = 1.2$; $df = 2, 1.6$; $p = > 0.05$ ($p = .319$) No significant changes were observed over time ($F = .6$, $df = 1, .4$; $p = > 0.05$, ($p = .459$). No interaction was observed between groups over time. $F = .5$; $df = 2, .2$; $p = > 0.05$, ($p = .641$)

2.2.1c The effect of setting on attitude change

Mean scores were examined according to setting to establish any links between the effect of particular activities on attitudes.

Full details of each setting are to be found later in this chapter (Section 4.1).

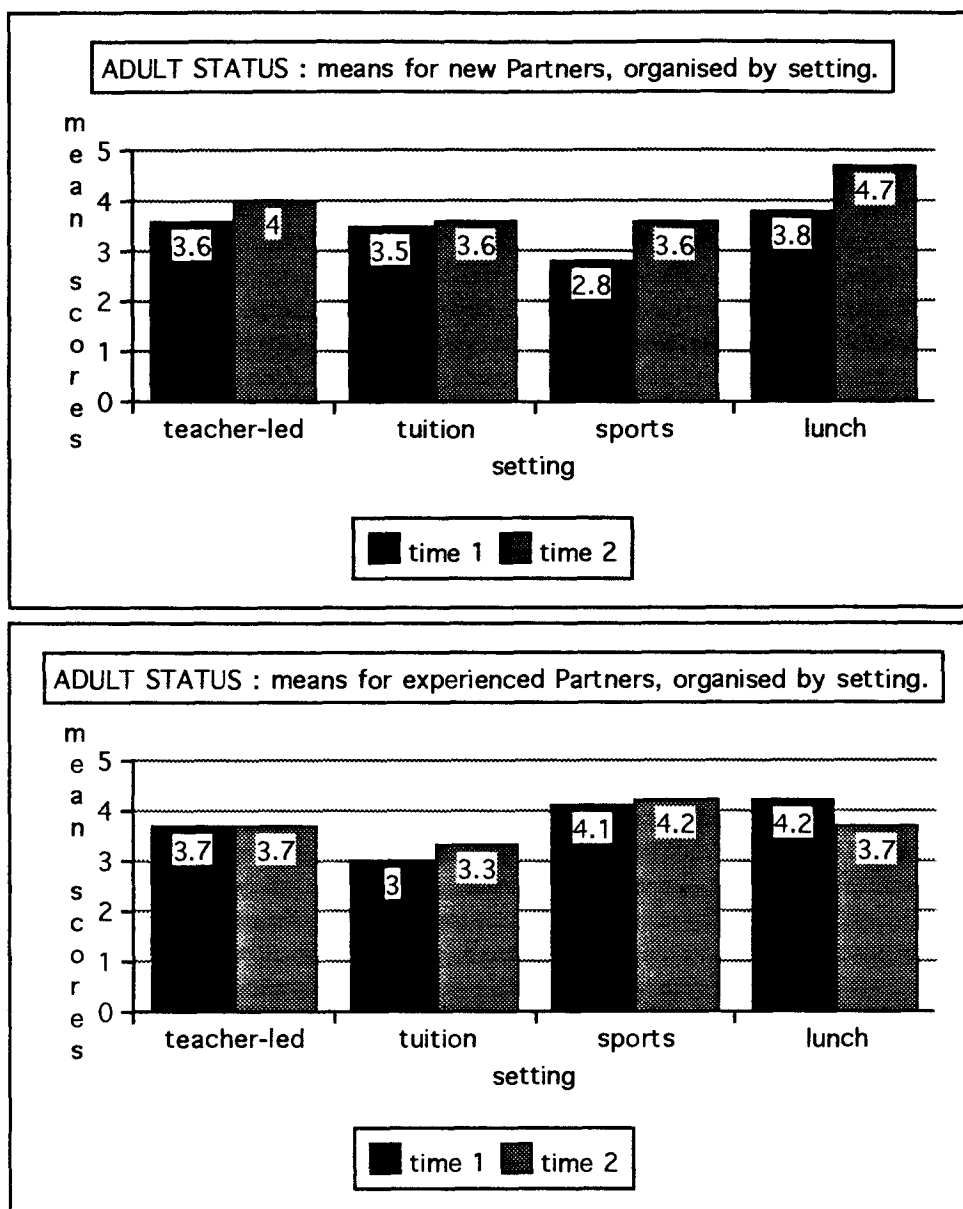


Figure 13 (a) and (b)
 Adult Status factor of the VAD scale, showing the effect of settings
 (a) for Partners new to the scheme in 1993
 (b) for experienced Partners

The effect of setting does show differentiation between attitudes towards the adult status of students with severe learning difficulties according to setting. Data sets are too small to conduct further analysis: the findings that appear to be of most interest here (tutoring and sports), have only 1 and 2 respondents respectively. The data shows the positive trends over time of the new Partners - particularly in lunch, sports and teacher-led sessions, but less so in tutoring settings. The relationship between settings and attitude change is investigated further in the qualitative stage of the research, which is presented in Chapter Seven.

2.2.2a The Rights of People with Severe Learning Difficulties factor of the Views about Disability Scale

Items of this scale are concerned with issues of the right of individuals with learning difficulties to make decisions for themselves and to access mainstream services.

Analyses of variance (two way and one way) were conducted to determine the contribution of the Rights of People with Severe Learning Difficulties factor. These were followed by a fine grain analysis of the response patterns.

The main effect : Hypothesis

It is hypothesised that college students who have interacted with their peers with severe learning difficulties in the activities of a peer interaction scheme will express more positive attitudes towards the rights of such students than those who have not experienced such contact.

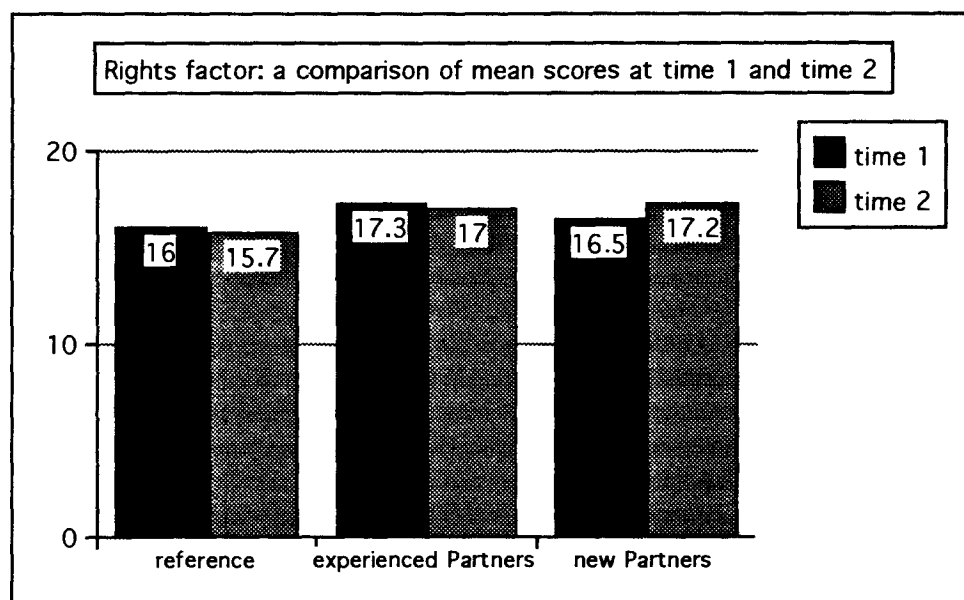


Figure 14 : Comparison of combined observed mean scores of responses to the Rights of PSLD factor of the VAD scale. (Appendix 4.5)

A significant difference was observed between groups ($F = 3.5$; $df = 2,6$; $p < 0.05$ ($p = .04$). No significant change was observed over time ($F = 0.03$, $df = 1,1.7$; $p > 0.05$ ($p = .868$). No significant interaction effect was observed ($F = 1.65$; $df = 2,.05$; $p > 0.05$ ($p = .202$)

A one way, between group analysis of means was conducted at each time, which showed significant differences between groups (Appendix 4.6).

A Scheffe test with significance level of .05 was conducted. (Appendix 4.7) No two groups were found to be significantly different at time one, but at time two new Partners' attitudes were seen to be significantly more positive in comparison with the other groups.

2.2.2b Rights Factor : fine grain analysis of response patterns

A fine grain analysis was conducted for this factor to show the differentiation between students' responses to the factors of the scale(Figure 15). Response patterns were examined to reveal any movement in the pattern of scoring (Appendix 4.8).

Hypothesis

It has been hypothesised that responses are likely to become more differentiated and realistic (i.e. varying according to circumstances and tempered by experience) after actual contact has been made.

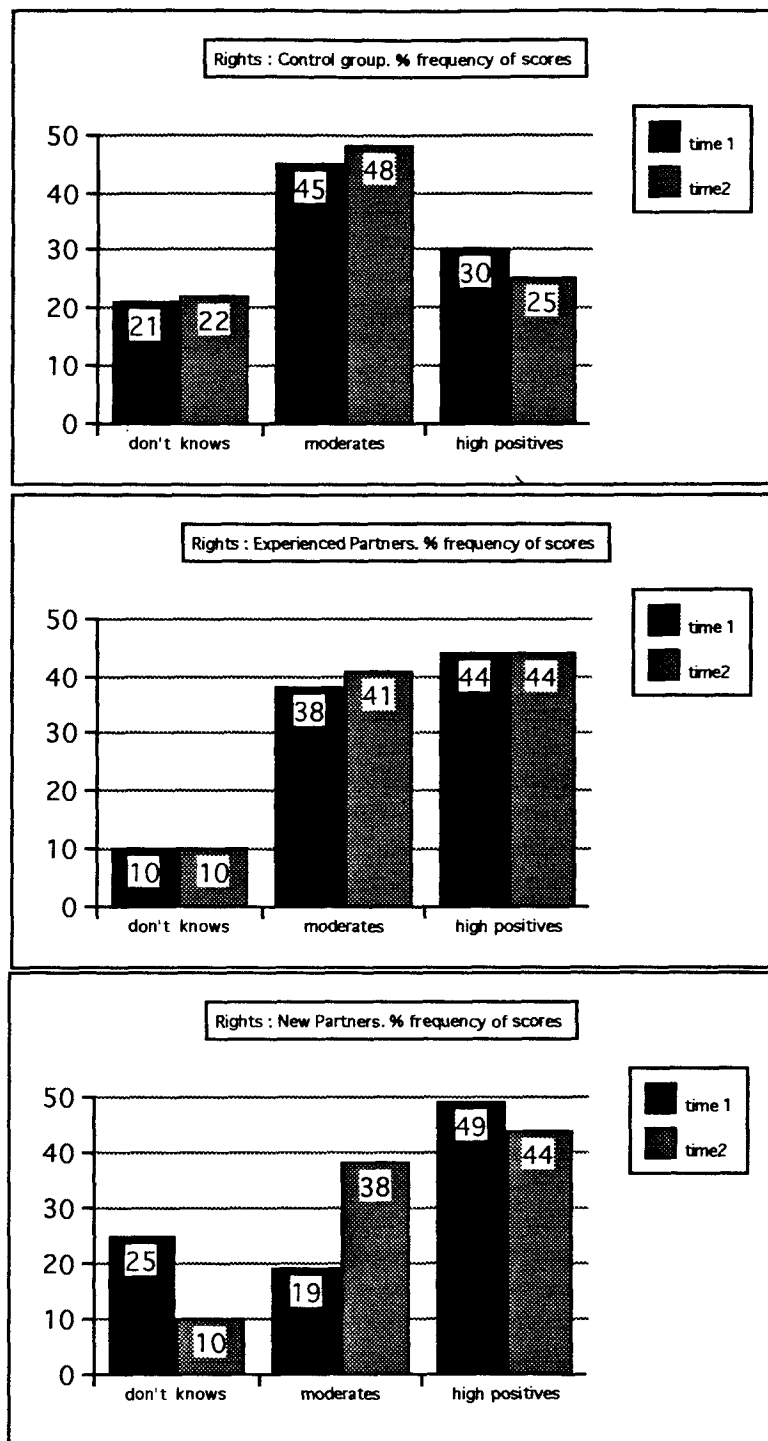


Figure 15: Percentage frequency of responses to the Rights of People with Severe Learning Difficulties factor of the Views About Disability Scale:

1. 'Don't know' scores (item 3 on the 5 point Likert scale)
2. Moderately positive scores (item 4 on the 5 point Likert scale)
3. Highly positive scores (item 5 on the 5 point Likert scale)

Don't know Responses

No differences were observed between groups. ($F = 2$; $df = 2,8$; $p = > 0.05$ ($p = .459$). There were no significant changes over time ($F = 2.7$, $df = 1,3$; $p = > 0.05$; ($p = .105$). A significant interaction between groups over time was identified. ($F = 3.5$, $df = 2,9$; $p = < 0.05$ ($p = .036$))

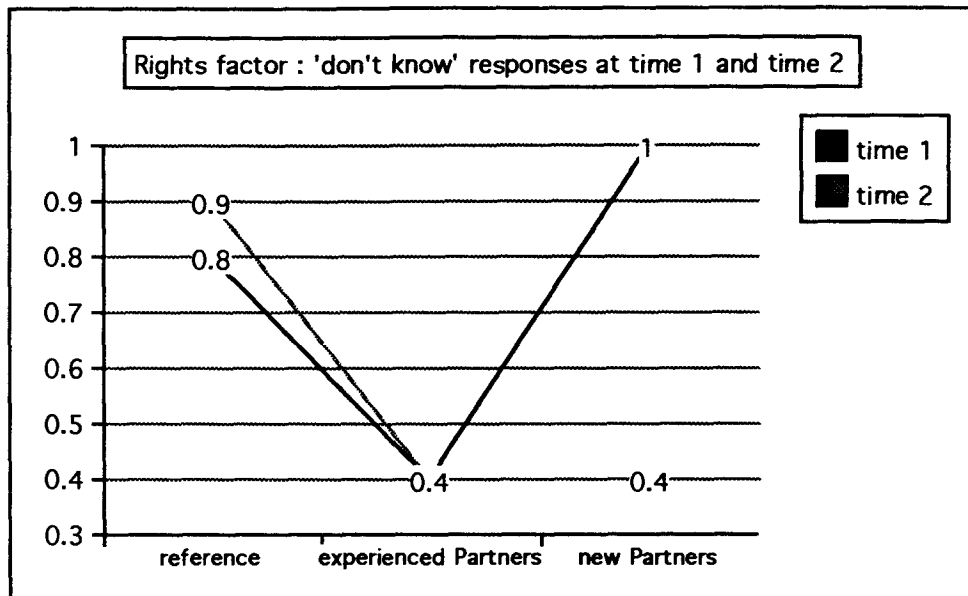


Figure 16: Combined observed mean scores of frequency of 'don't know' responses to the Rights of People with Severe Learning Difficulties factor of the Views About Disability Scale.

Moderately positive responses.

No difference was observed between groups in this analysis ($F = 1.8$, $df = 2, 2.1$; $p = > 0.05$ ($p = .17$)). There was a highly significant change over time ($F = 7.9$, $df = 1, 6$; $p < 0.01$ ($p = .007$)). A significant interaction was identified between groups over time ($F = 3.6$, $df = 2, 4.8$; $p < 0.05$ ($p = .34$)).

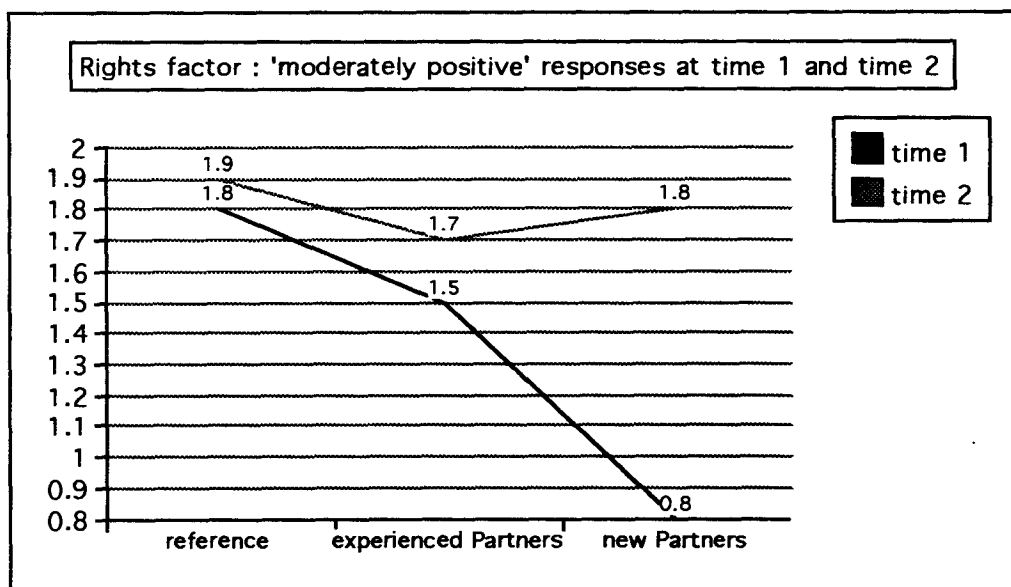


Figure 17: Combined observed mean scores of frequency of moderately positive responses to the Rights factor of the Views About Disability Scale, showing an increase in frequency for new Partners over time.

Highly positive responses

No significant effects were identified in this analysis. There was a trend towards a difference between group but this was not found to be statistically significant. ($F = 3$; $df = 2, 2.5$; $p = > 0.05$ ($p = .059$)). There was no significant observed change over time ($F = .6$; $df = 1, .7$; $p = > 0.05$, ($p = .445$)). There was no interaction between groups over time ($F = .1$, $df = 2, .4$; $p = > 0.05$, ($p = .876$)).

2.2.2c The effect of setting on attitude change

Response patterns were examined according to setting to establish any links between the effect of particular activities on attitudes. Full details of each setting are to be found later in this chapter (Section 4.1).

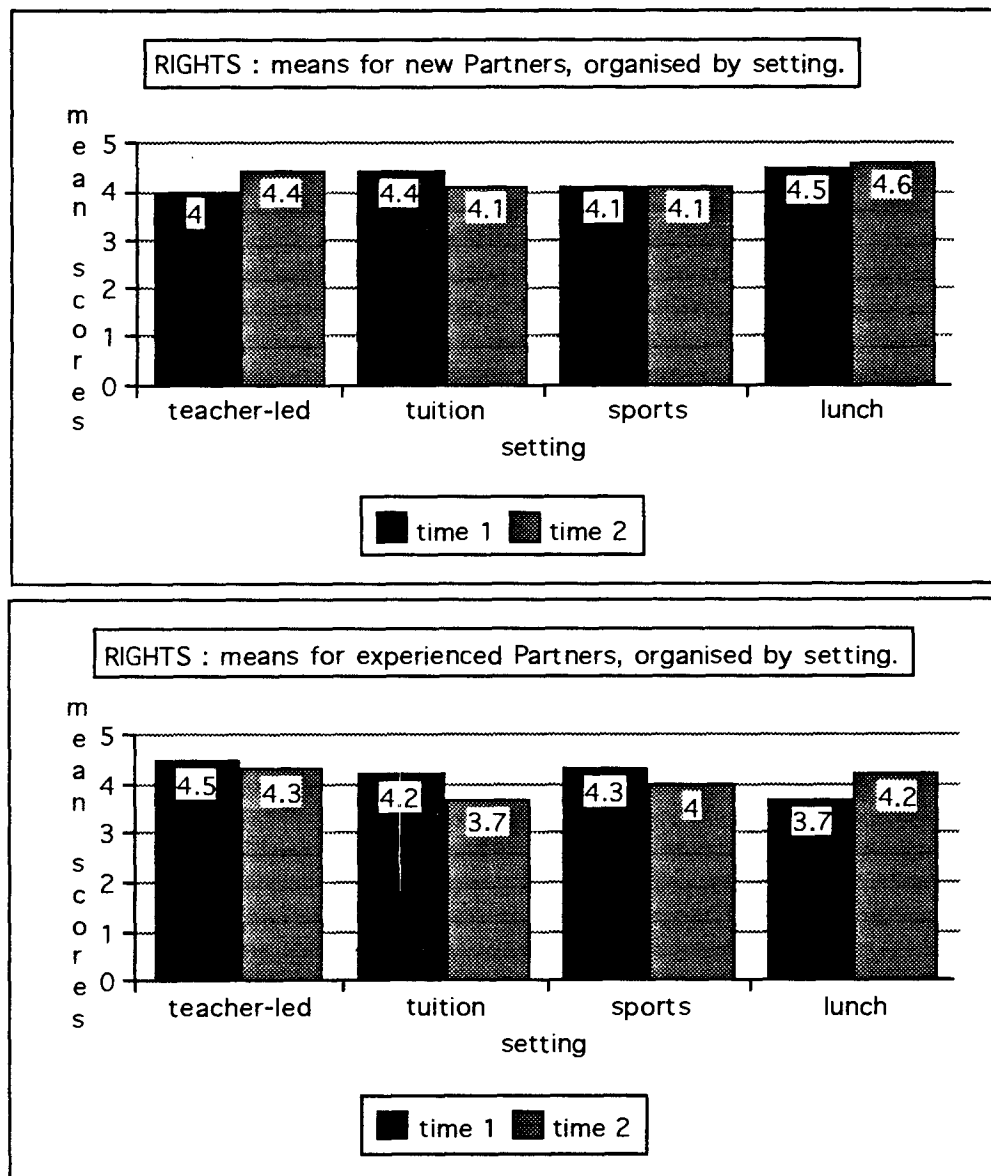


Figure 18 (a) and (b) Rights of People with Severe Learning Difficulties : The effect of setting for Partners new to the scheme in 1993, and for experienced Partners

The data is consistent with findings from the Adult Status factor of this scale. It shows that most positive attitudes are found in the lunch and teacher-led settings, while the tuition setting is less likely to lead to positive change. The data cannot be analysed for significance as data sets are small for many of the settings. It does show a consistently positive attitude profile for all groups. The effects of settings on attitudes is examined in the qualitative stage of the study, 1994 /5, described in chapter seven.

2.3 A comparison of Adult Status and Rights factors of the Views about Disability scale

When compared, mean scores for the Rights factor of this scale are higher than for the Adult Status factor. Each factor has the same number of items (Appendix 4.9).

The changes observed in response patterns over time in each of the two factors is similar. In each case, new Partners responses become more moderate and less inclined to make 'don't know' statements at time two, while the experienced Partners and reference group's responses remain relatively stable over time.

Part Two : The Attitudes Toward Integration Scale

This scale examines more explicitly attitudes towards the desirability and feasibility of integrating students with SLD into mainstream educational provision. The development of the scale is described in chapter two.

2.4 The main effect

Hypothesis

It is hypothesised that mainstream students who have interacted with students with severe learning difficulties in the activities of a peer integration scheme will express more favourable attitudes towards the integration of such students than will students who have had no experience of interaction with this group.

Also in question is whether students who volunteer for a peer integration scheme already hold more positive views than would be expected from the college population as a whole.

Data analysis

Analyses of variance (two way and one way) were conducted. One between

factor (three groups) and one within factor (time one and time two) were assigned. This was followed by a fine grain analysis of the response patterns (Appendices 4.10 -4.13).

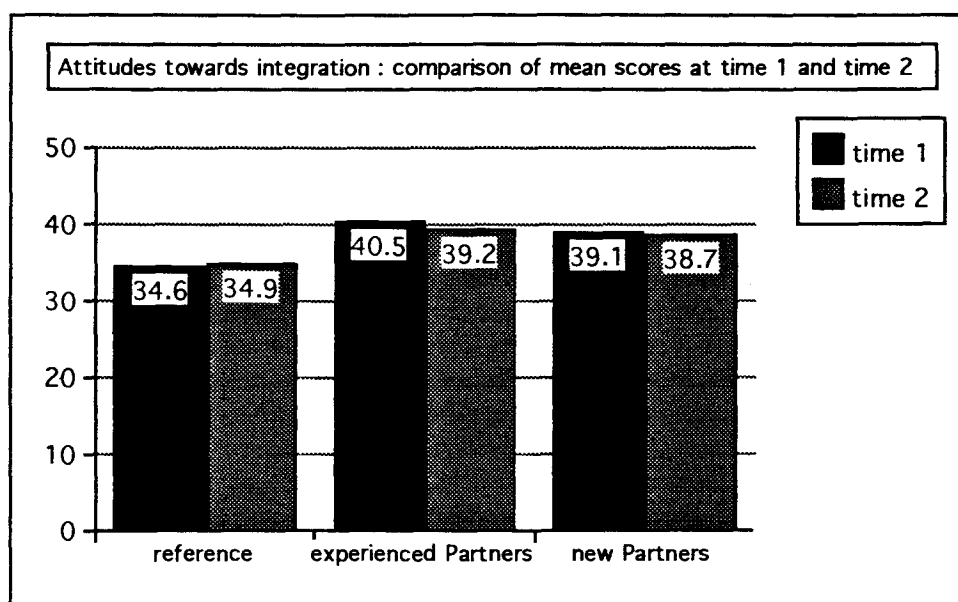


Figure 19: A Comparison of combined observed mean scores of responses to the Attitudes Towards Integration Scale by experienced and new Partners, with a reference group.

A significant difference was observed between groups ($F = .000$; $df = 2,26$; $p = < .001$ ($p = .000$)). No significant change was observed over time ($F = .49$; $df = 1,9.5$; $p = > 0.05$; ($p = .49$)). No significant interaction effect was observed ($F = .559$; $df = 2,4.5$; $p = > 0.05$ ($p = .56$))

A one way, between group analysis of variance was conducted at each time, which showed significant differences between groups (Appendix 4.11). A Scheffe test with significance level of .05 was conducted. A significant difference was found between the reference group and the experimental groups at time one and time 2 (Appendix 4.12). The test confirms that both the experimental groups hold significantly more positive attitudes than the reference group at time one and two.

2.5 Analysis of response patterns

A fine grain analysis of frequency of each response to the scale was conducted to identify any changes in response patterns between the groups over time, testing the hypotheses that mainstream students will become more realistic about the practical implications of integration following the experience of actual

involvement in a peer integration scheme. In this case, a move away from highly polarised responses (i.e. item 5 in the Likert scale) is taken to indicate a less idealistic response.

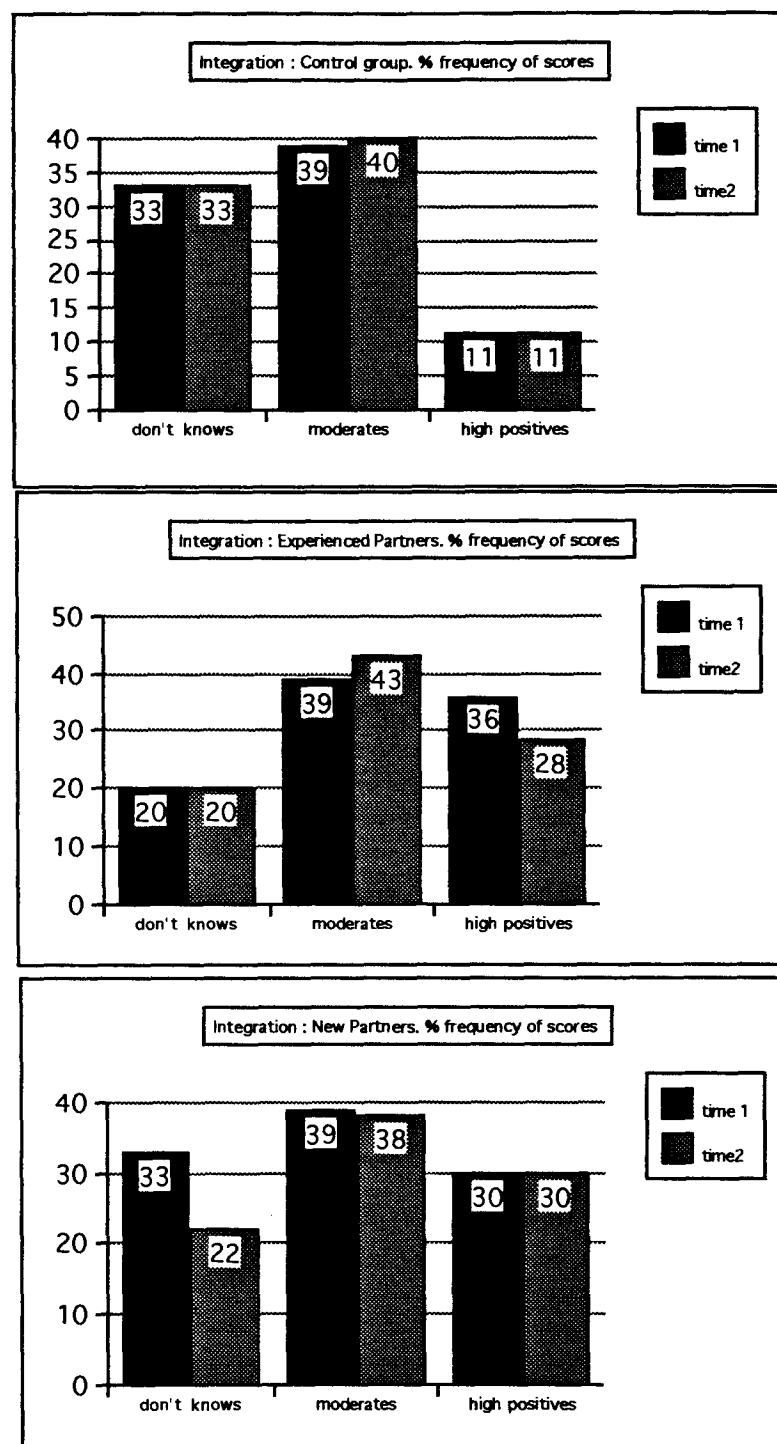


Figure 20: Percentage frequency of responses to three items of the Attitudes Towards Integration Scale

1. 'Don't know' scores (item 3 on the 5 point Likert scale)
2. Moderately positive scores (item 4 on the 5 point Likert scale)
3. Highly positive scores (item 5 on the 5 point Likert scale)

Each of the response groups - the 'don't know's, the moderately positives and the highly positives were subject to two way analysis of variance (Appendix 4.13).

'Don't know' responses

Significant differences between groups were observed in this analysis. ($F = 4$, $df = 2,3.6$; $p = < 0.05$ ($p = .024$) . Changes over time were not significant ($F = 1.9$; $df = 1,2.4$; $p = > 0.05$ ($p = .169$). There was no significant interaction between groups over time. ($F = 1.4$, $df = 2,4.6$; $p = > 0.05$, ($p = .257$)

A one way, between groups, analysis of variance was conducted, which failed to confirm significant differences between groups. A Scheffe test with significance level of 0.05 was conducted. No significant differences between individual groups were identified.

Moderately positive responses

No significant differences were identified in this analysis. There were no significant observed differences between groups ($F = 1$, $df = 2,5.1$; $p = .05$; ($p = .91$) ; No significant changes were identified over time ($F = .4$; $df = 1, 1.6$; $p = > 0.05$; ($p = .52$). There was no significant interaction between groups over time ($F = .4$, $df = 2, .7$; $p = > 0.05$ ($p = .657$)

Highly positive responses

This analysis identified a significant difference between groups ($F = 6$; $df = 2,9.2$; $p = < 0.05$, ($p = .004$). No significant change was observed over time ($F = 1.2$, $df = 1,1.2$; $P = > 0.05$, ($p = .2$). There was no interaction between groups over time. ($F = 1$, $df = 2,1.6$; $p = > 0.05$, ($p = .362$)

A one way, between groups, analysis of variance was conducted which demonstrated significant differences between groups. A Scheffe test with significance level of 0.05 was conducted. This analysis demonstrated significant differences between the reference group and the experimental groups at time 1 and between the new Partners and the reference and experienced Partners at time 2.

2.6 The effect of settings

Response patterns were examined according to setting to establish any links

between the effect of particular activities on attitudes. Full details of each setting are to be found later in this section 4.1.

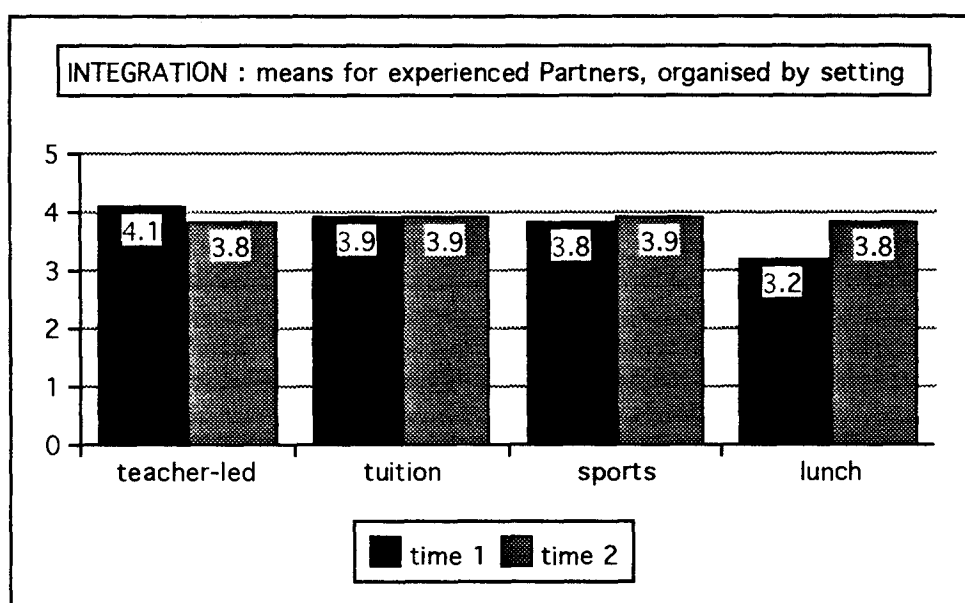
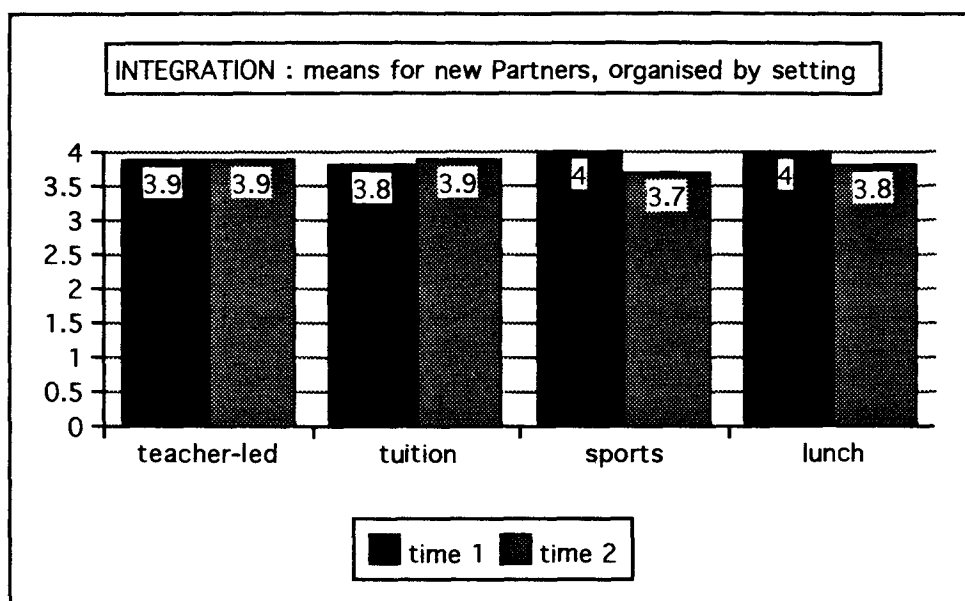
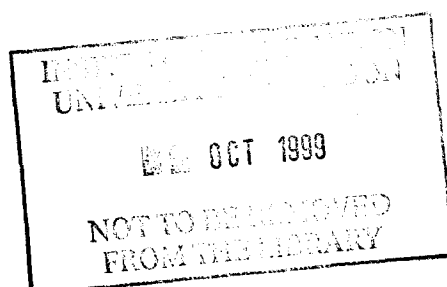


Figure 21 (a) and (b) Attitudes towards Integration scale: a comparison of means in relation to setting, for (a) Partners new to the scheme in 1993, and (b) experienced Partners

The information concerning sports and lunch setting appears of most interest. As numbers are so small the data cannot be reliably analysed for statistical significance. The effect of setting on attitude change is examined through qualitative data collection in the next phase of the study, 1994/5. (Chapter Seven)



SECTION THREE

THE SELF DETERMINATION PERSPECTIVE

Part One

The motivation of mainstream students : The Reasons for Joining Partners Scale

The self regulatory styles of the student volunteers in terms of orientation towards intrinsic or extrinsic forms of motivation may influence the outcomes of an integration scheme. The literature suggests that students with intrinsic or internally regulated motivation are more likely to sustain and be successful in their endeavours. Common sense would suggest that students who take up an activity because they like the idea of it and feel that it fits well with their self-image are likely to get on well. The Reasons for Joining Partners (RJP)Scale was developed to measure students motivational styles. Full details of the scale and its methodology are presented in Chapter Three. The results of this scale are presented below and are explained throughout the text.

3.1 Hypotheses and questions

Hypothesis

It is hypothesised that students who hold more autonomous self regulatory styles will sustain better attendance in a peer integration scheme.

Questions

Will volunteers who join the scheme because of self determined forms of motivation show more positive emotion; achieve more highly and demonstrate more problem solving behaviour than do those with more extrinsic forms of motivation ? Will the interactions of these volunteers in the Partners scheme be described by students as fun and successful in terms of achievement of goals (whether learning or social in nature) ?

3.2 Analysis of the data

The table below shows the distribution of predominant self regulatory styles among volunteers in this sample.

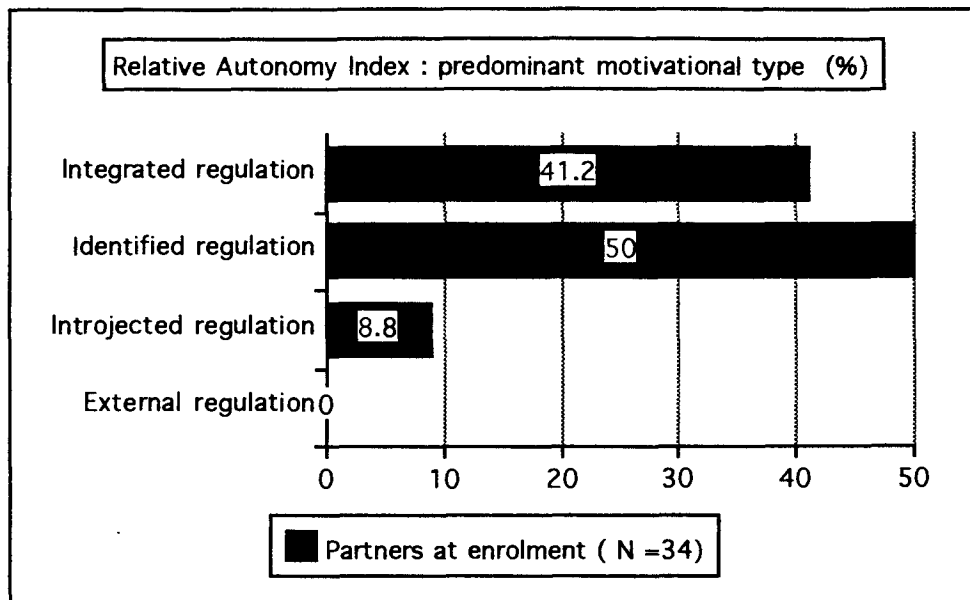


Figure 22 : Relative Autonomy index : the distribution of student volunteers by predominant motivational type (N=34)

The majority of students fall into the two self regulatory styles closest to intrinsic motivation - identified and integrated regulation. Half the students (17 students), were clustered in the identified regulation style, closely followed by 41.2% (14 students) with integrated regulation. No volunteers were identified as predominantly externally regulated and only 8.8% (2 students) emerged as predominantly regulated by the introjected style. These findings are highly significant. (Chi Square = 12.2 ; df = 2 ; $p < .01$ ($p = 11.34$))

3.3 Motivation and attendance

As the literature suggests that internally regulated forms of motivation lead to sustained and successful outcomes for students (Deci, 91), a comparison was made between students with poor rates of attendance and students who attended regularly. In the experimental period 1993 /1994, five students dropped out of the scheme after only a few weeks. Their motivational profiles were examined, in contrast with the five students in the scheme who sustained 100% attendance. Their results are below, presented as mean scores (maximum score = 4, which indicates a tendency towards the self regulatory style)

Means and standard deviations for self regulatory styles	'drop outs' (N = 5)	100% attenders (N=5)
external regulation	2.2 (sd = 0.5)	1.8 (sd = 0.3)
introjected regulation	2.5 (sd = 1.1)	1.7 (sd = 0.3)
identified regulation	2.8 (sd = 0.3)	3.6 (sd = 0.2)
integrated motivation	2.7 (sd = 0.5)	3.3 (sd = 0.4)

Table 10 : A comparison of motivational styles for good attenders and for 'drop outs' from the scheme.

This breakdown - showing each student's score on each of the four self regulatory styles, shows contrasting patterns between the high and low attenders. The low attenders (or 'drop outs') have a spread of scores across the four styles with no predominant style between them. The two students with predominantly introjected regulation were among this group.

The high attenders - who came to every Partners session - had a more differentiated profile, with higher means scores for the identified and integrated styles of self regulation (3.6,3.36). Scores for this group for the more externally motivated forms of self regulation were lower than those of the 'drop outs', (1.84,1.72).

Numbers are too low to use further confirmatory statistics to test this hypothesis. The relationship between motivational styles and attendance is explored in the qualitative phase of this study, 1995/6.

Part Two

The classroom climate within which the interaction takes place

The Teachers Orientation Scale (TO) was developed to measure orientation towards autonomy or control. Full details of the scale can be found in Chapter Three .

3.4 Questions

Will volunteers supporting students within classroom based activities organised by an autonomy supportive lecturer be more likely to take the initiative and sustain the activity ? Conversely, will students working with a controlling lecturer

be more likely to wait to be told what to do, and or more likely to drop out ?

3.5 Analysis of the data

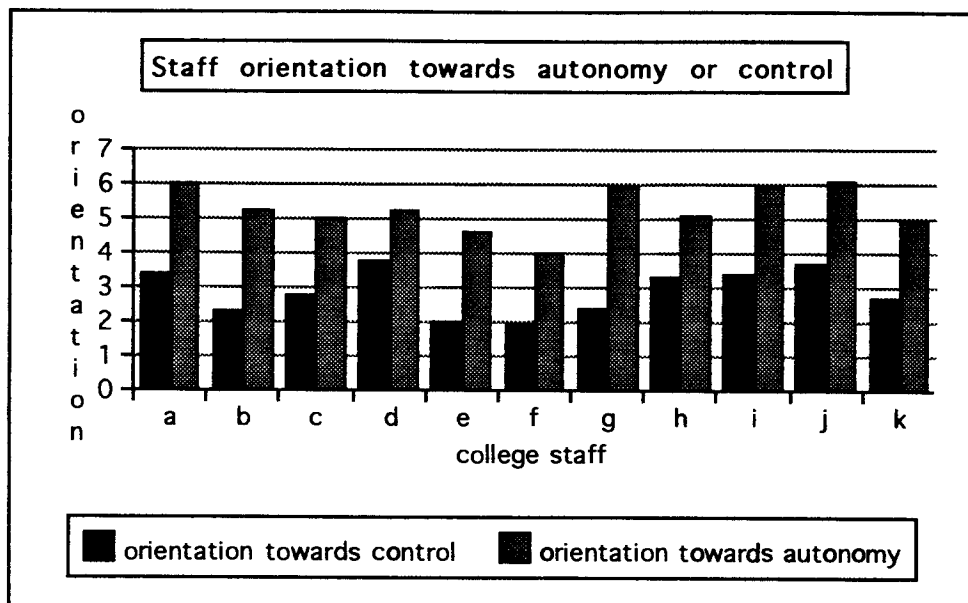


Figure 23 : Staff orientation, showing the relative orientation towards autonomy and towards control of each of 11 staff members (a to k).

The results (Figure 22) show that on a scale of 1 to 7, the staff group (individuals labelled a to k) as a whole was highly autonomy supportive. Every staff member achieved a significantly higher tendency towards autonomy than towards control. The absence of staff members who were oriented towards control made further comparisons unviable.

SECTION FOUR

PROCESS FACTORS

Process factors play a major part in the success or otherwise of relationships between heterogeneous individuals. The type and quality of activity in which they engage has been shown to be highly influential of the outcomes achieved.

Two scales were developed to measure these factors. The Cooperation Scale, and The Relationship Scale were administered in January/February 1994, while students were involved in the scheme. Further details of the scales are found in Chapter Three.

In some of the following analyses of process factors the number of students was

too low for confirmatory statistics to be used. The analysis is therefore descriptive, and provides evidence which forms the basis of a further, qualitative study (1994 /1995)

Part One

The activities of the Partners Scheme

All peer interactions were grouped according to the following categories of activity:

	Experienced partners	Partners new to the scheme	
Lessons with staff	7	7	14
Individual Tuition	1	6	7
Social and Leisure (Sports)	3	2	5
Social and Leisure (Lunch)	1	2	3
	12	17	29

Table 11 : Distribution of the experimental subjects according to setting.

4.1 Lessons with staff

Partners joined classes designed for people with severe learning difficulties with the aim of supporting students in their lessons. In many cases, Partners took part in the lesson themselves; by doing the activity or part of it. Classes included : leisure skills; art; cookery (2); running a cafe (6); shopping; literacy ; woodwork and music. These lessons were all organised under workshop conditions and involved practical, interactive, small group teaching. One of the classes - the cafe - was run as a small business, and another - shopping - took place in the local community. Staff were present at all times, and they planned and set up all lessons. Interactions with Partners are either in 1:1 partnerships within groups of 6 or 7, or in small group settings and Partners are likely to work with more than one student in the group over time.

4.2 Individual tuition

In these interactions, Partners saw students individually to support them to learn or consolidate skills. In every case the interaction arose at the request of the student with SLD. The sessions included maths; sewing; reading; map reading and computing (3) No staff were involved in these sessions, although staff were present in some contexts, i.e. reference library, teaching assistants on lunch

duty etc. Partners consulted with college tutors outside the sessions, in the planning stages of the tuition and in discussion about progress and methods at intervals over the year. Partners themselves had a high degree of autonomy about the content of the session, as they were sharing skills that they were familiar with and expert in. The nature of these interactions meant that the students with SLD were interested, but not expert, in the activities. The tuition partnerships tend to be stable 1:1 relationships.

4.3 Leisure

Sports

In these sessions, students joined each other in pairs or small groups for non competitive sports . They include weight training; snooker (2); badminton; and aerobics. Partners were not experts in these sessions but in most cases shared an interest in the activity. Students used the sports hall, or other designated areas and the snooker players set up a table in a classroom. The student groupings remained constant throughout the year.

Lunch

Also included in this category is meeting for lunch (3 partners). The students met either in small groups or on a 1:1 basis and remained constant during the year. They found their own places to have lunch, either using the canteen or a corner somewhere in the college.

No staff were involved in the sporting or lunch interactions, although the sports hall was staffed when in use

Analysis of the Sports and Leisure settings is unlikely to reveal significant data because of the small data set. It was decided not to combine the sports and lunch data in this analysis, however, because they are qualitatively different settings in terms of their structure. It was considered that the data should be included for each setting and considered for future investigation.

Part Two

The role of the mainstream students within the interaction :

4.4 The Relationship Scale : Tutoring or Socialisation ?

The Relationship Scale was designed to measure features of the relationship between peers that relate to a tutoring /social polarity.

4.5 Hypotheses and Questions

Hypotheses

It is hypothesised in this study that some of the self selected activities of the volunteer scheme - such as individual requests for individual tuition in areas such as computing - will result in outcomes close to the peer tutoring roles described by Cole. Other activities - such requests for lunch companions - are hypothesised to result in outcomes more similar to those described in the special friends activities.

It is expected that, if the findings of this study are consistent with Cole's (88) findings, certain factors will be positively correlated. Individual tuition settings are expected to score highly on the hierarchy factor. If Cole's findings were replicated, these settings may have been expected to yield low scores on balance, and higher scores on passivity and on task behaviour. Leisure settings are expected to score highly on the social factor. These settings may be expected to yield higher scores than the hierarchical group on balance but lower scores on passivity and on task behaviour.

Questions

Will the activities between heterogeneous peers in lessons with staff result in outcomes similar to tutoring or to social situations ? Will students following discrete full time educational programmes have opportunities for making contacts outside their own course without the input of a peer integration scheme ? Will such incidental contacts in the canteen or corridor result in friendly relations?

When social and functional integration can be supported within an institution, such as the Partners Scheme at Richmond Upon Thames College, are features of the higher level stages of friendship are able to develop ? Can development of friendship and the consolidation of functional integration be seen to be in dynamic interplay?

4.6 Analysis of the data

The data is drawn from students' self report about the nature of their interactions. Full details are available in the appendix (4.14). Results for each setting are presented below, calculated as a percentage of the maximum score possible for each factor.

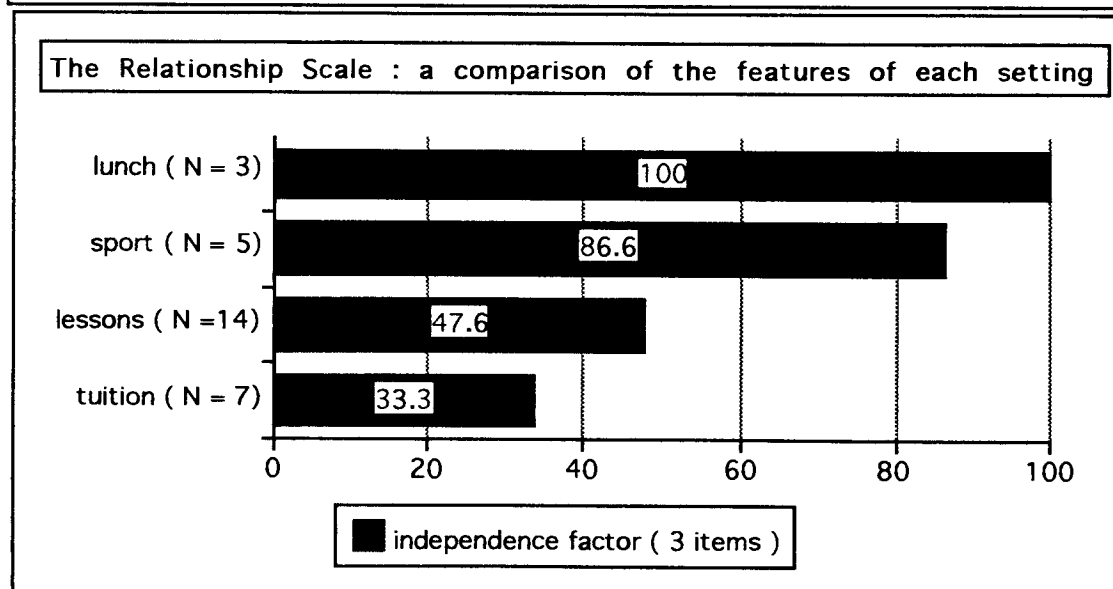
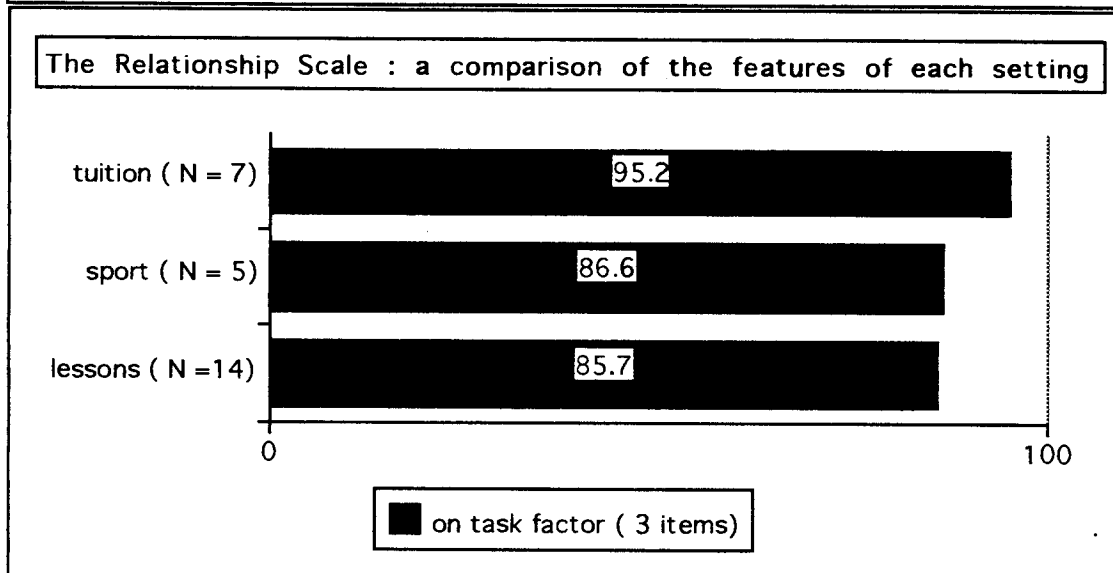
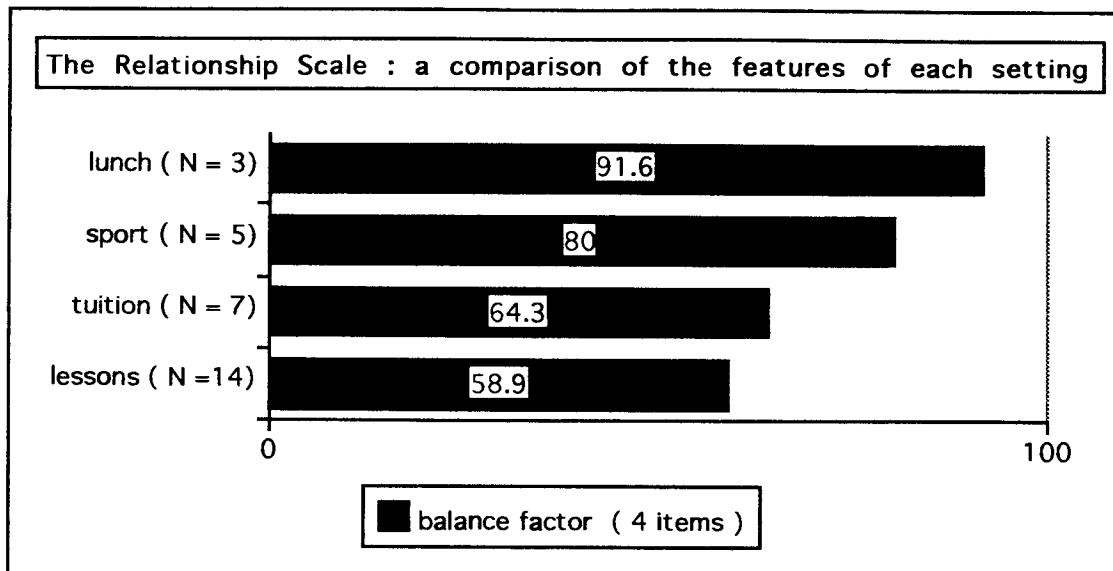


Figure 24 : The Relationship Scale: evidence of features in each setting (% of possible items)

Lessons with staff are characterised by a high degree of on task behaviour . There is a moderate degree of balance in this setting and are dependent on volunteers for support in more than half of cases. This analysis supports the pattern suggested by the literature, in that students can be seen to be highly focussed during individual tuition while demonstrating high dependence on the tutor. Interactions appear to be moderately well balanced in this setting. In contrast, the students who meet for lunch show a pattern of complete balance and independence, so that they can be assumed to be taking turns and sharing in a non hierarchical manner. Respondents felt that the on task variable was not applicable to these interactions. The sporting activities score highly on all factors : they feature high independence, on task behaviour and balance .

4.7 Staff agreement

Staff agreed with the students' perceptions of these aspects of interactions within the classroom; they were far more able to comment accurately on activities that they observed to take place.

% agreement between staff and students : relationship factors		
independence factor	on task factor	balance factor
75	81	79

Table 12: Percentage agreement between staff and students on factors within peer interactions : a comparison of the effect of settings.

4.8 Social and Hierarchy Factors

Questions about social contacts failed to achieve good internal reliability in an item total correlation. This is likely to be due to the fact that, in practice, several of the questions (such as spending time together at break) did not apply to every situation and the analysis was confounded by missing data. It was decided to discuss the response patterns to the items in terms of the extent to which each context can be characterised as hierarchical or social. Of particular interest were the following points :

- * the mainstream students' own perception of him/herself as a teacher,

- * the extent to which the students with SLD took an equal share in responsibility for the activity,
- * the degree of interaction with the student as opposed to staff,
- * the likelihood of students interacting outside the session,
- * the mainstream student's perception of whether they have made a genuine friendship.

4.9 Analysis of the data

Data for these items are set out in Table 13 below, calculated as a percentage of the number of students in each setting. Full scores are available in Appendix 4.15.

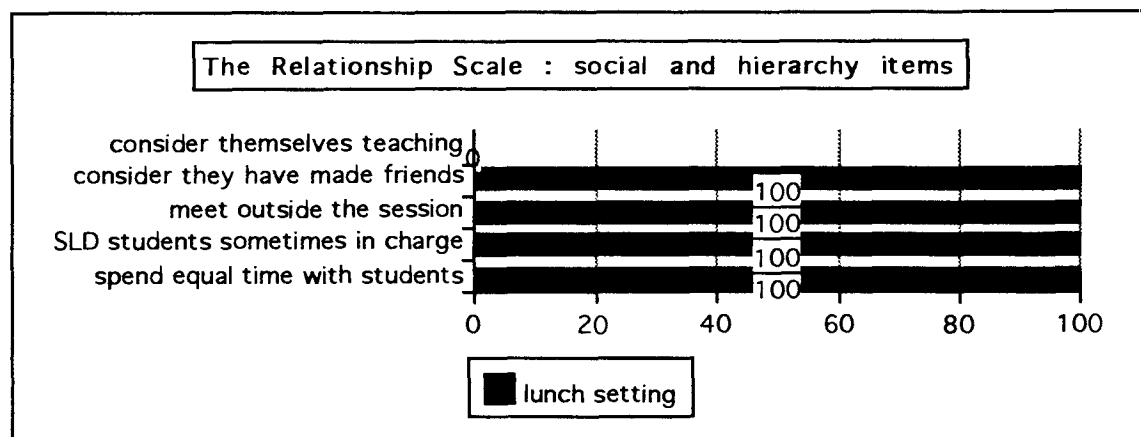
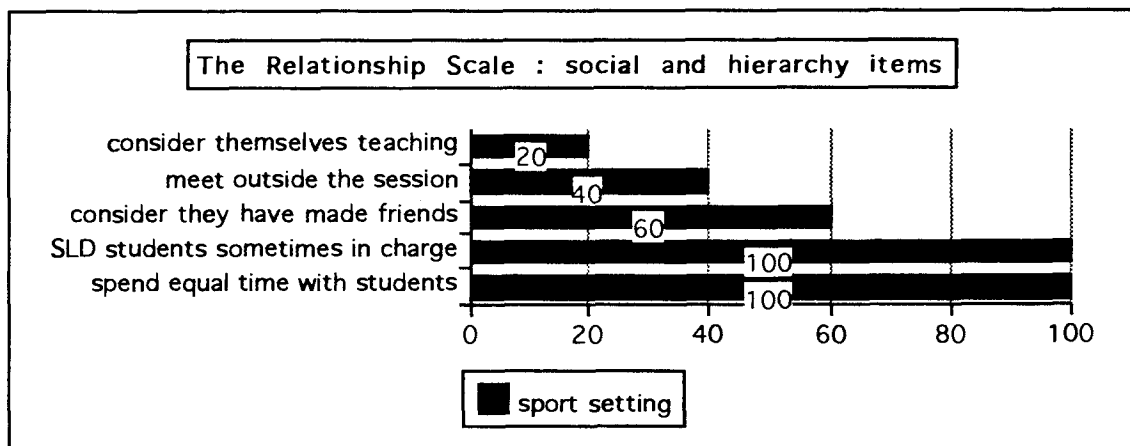
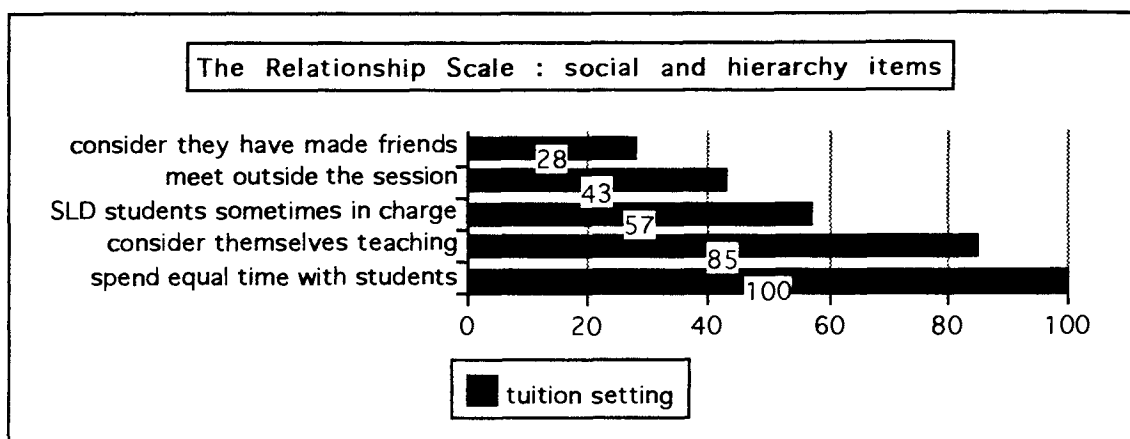
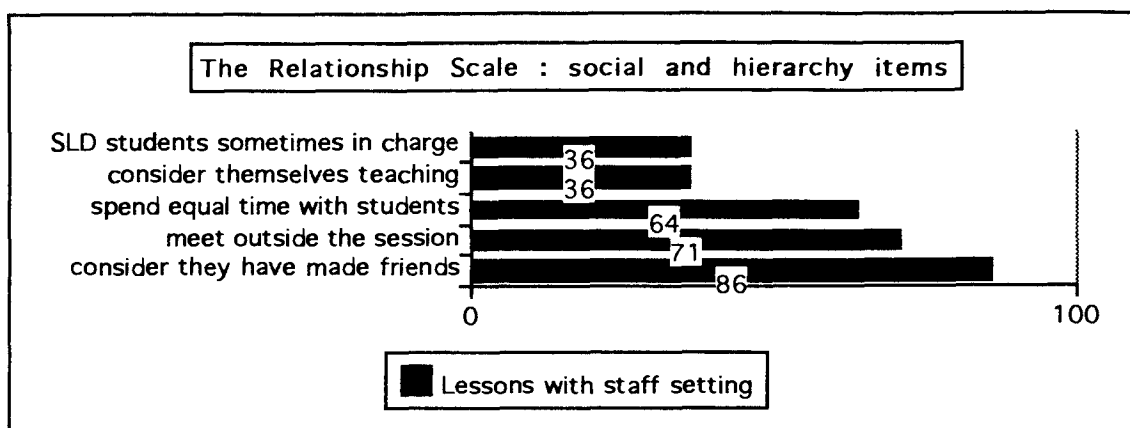


Table 13 : Breakdown of peer interactions : % responses to social and hierarchy factors

4.10 The effect of settings

According to this analysis peer interactions that take place within lessons with staff at this college are characterised by a healthy level of contact between students and a perception by mainstream students that they are forming friendships - a perception that appears to be substantiated by their contacts outside the class. Most of these contacts are casual meetings in the corridor or canteen but according to student comments on the questionnaires, they involve conversations and time spent together rather than brief sightings.

A third of mainstream students see themselves in a teaching role in this setting and SLD students are not likely to be in charge. This is probably consistent with the nature of the setting and appears not to affect the friendly tone of the interactions. It may be that this positive aspect is due to the conditions within the class, and the climate set by the staff member in charge. These aspects are discussed later in this chapter.

Individual tuition, managed by peer tutors and taking place outside teacher-managed settings, has a different profile. None of the sessions involve interactions between the mainstream tutor and a staff member so that all contacts are taking place between students. As expected, the majority of students see themselves in a teaching role, although a typical marginal comment is that students report that they are helping their partners to achieve what they want to do. Surprisingly, SLD students are reported to have more chance to be in charge in these sessions. This may be due to the 1:1 ratios and the degree of negotiation possible in these circumstances. In terms of social contact, these interactions appear to result in a lower rate of perceptions of friendship. Reported contacts outside the session are good at 43 % but are less frequent than those reported by students who met through classroom interactions (71%).

Only one Partner saw himself in a teaching role in the sporting interactions. All the sessions were characterised by the absence of controlling staff and therefore interactions that were always between students. Students with severe learning difficulties appeared to have more opportunity to be in charge in these settings - perhaps because skills levels were more equal in settings such as snooker and they were able to make their own decisions about the path they took through a weight training suite. Students were reported to meet

incidentally at a similar rate to the tuition group, but there was a higher reported incidence of friendships being made in this setting.

The small group of students who meet for lunch appear to be the most likely to have formed friendships. None of the mainstream students consider themselves teaching in this relationship which is characterised by student interaction in the absence of staff and all the mainstream students reported friendships, substantiated by 100% reported meetings outside the session.

4.11 Staff agreement

The data above was obtained from students, commenting on their own perceptions of their relationship. Responses to some of the same questions were sought from the staff who run the teacher-led Partners sessions. They gave their impressions of the interactions taking place in their classes. Five lecturers described interactions of eight Partners, and these responses were compared with the students' own answers. Each of the interactions took place within the teacher-led setting.

1	% agreement between staff and students			
2	student as teacher	Equal time spent with SLD student	SLD student sometimes in charge	students meet outside class
3	37	100	75	33

Table 14: % agreement between staff and student answers to questions about peer interactions relating to hierarchical and social factors.

Numbers are too small to express trends with confidence, but the findings are of interest. There was good agreement between staff and students about the proportion of time peers socialise together rather than with staff, and about the likelihood of the SLD student being in charge.

Agreements between staff and students about whether students meet outside class were low (33%). Staff were unable to answer these questions because they did not know. The high rate of meetings outside class described by students (72%) demonstrates that students themselves have taken the initiative to make contacts and meet informally without the need for staff to be involved.

An interesting source of disagreement is the perception of the students' teaching role within the class. Of those whose answers could be compared, almost all the teachers saw the Partner as assisting with a teaching role, although it was made clear that they were carrying out the instructions of the staff. The Partners themselves were less inclined (at 37%) to see themselves as teaching.

The findings of the Relationship Scale are consistent with Cole's perception of the different outcomes of tutoring and social interactions. Some Partners activities can be characterised as predominantly social (sports and lunch settings) while others are clearly tutoring relationships (individual tuition). The lessons of the course can be seen to include characteristics of both.



Figure 25 : Polarisation of Partners settings towards tutoring and social relationships

Part Three

The Social Structure within which the interaction takes place : The Cooperation Scale

The Cooperation Scale was developed to compare characteristics of cooperative activity in the Partners Scheme across a range of social settings.

4.12 Hypotheses and questions

Hypotheses

Mainstream students who are involved in promotive interaction with their peers who have severe learning difficulties will develop attitudes towards them which are differentiated and realistic; i.e. they will be less inclined to make stereotyping assumptions and will be more responsive to individual differences and situational factors.

It is hypothesised that peer tutoring relationships offer few conditions that

can be described as cooperative and therefore will fail to promote social relationships to the same extent as more cooperative settings. It is not expected that peer tutoring will result in monopolistic and static relationships, however, but that the outcomes will be related more to educational than social goals.

Questions

To what extent can the activities of the Partners Scheme can be described as cooperative ? To what extent do those that can be described in this way promote social relationships ? Are relationships of a social rather than a tutoring nature most likely to be fostered within cooperative learning conditions among students with severe learning difficulties and their mainstream peers? .

Will social conditions that are identified as cooperative within the peer integration scheme support the development of promotive interactions such as those effects described above by Johnson and Johnson (83) ?

Is positive goal interdependence likely to lead to expectations of positive future interaction between students? Will students who have been involved in the Partners Scheme maintain their concern and confidence in advocating for the interests of people with severe learning difficulties ? Will young people who have been involved in the Partners scheme choose to make contact with people who have learning difficulties in their future lives ?

4.13 Analysis of the data

Data were analysed to identify the extent to which each activity demonstrated features of cooperative interaction, expressed as a percentage of the number of items that indicate cooperative features. Data were organised in settings; lessons with staff, individual tuition, sports and lunch (full details are in Appendix 4.16)

Conditions of interaction (% of cooperative features)			
<i>Lessons with staff (N = 14)</i>	<i>Individual tuition (N = 7)</i>	<i>sport (N = 5)</i>	<i>lunch (N = 3)</i>
63/84 =75%	17/42 = 40.5%	26/30 = 86.6 %	9/18 = 50%

Table15 : Conditions of interactions - percentage of cooperative features (Cooperation Scale)

It appears that the individual tuition setting is characterised by fewer cooperative features than the lessons with staff and the lunch and sport sessions. The sports and lunch settings were combined to create a new setting (named leisure) to facilitate a Chi square test to confirm the significance of this difference.

Conditions of interaction (% of cooperative features)		
<i>Lessons with staff (N = 14)</i>	<i>Individual tuition (N = 7)</i>	<i>leisure (sport and lunch) N = 8</i>
63/84 =75%	17/42 = 40.5%	35/48 = 72.9%

Table16: Conditions of interactions after combining sports and lunch setting to form the leisure setting percentage of cooperative features (Cooperation Scale)

Chi square = 5.5.(p = 4.60), df 2. This demonstrated a strong trend towards significance at < 0.05 (p = 5.99).

A decision was taken to conduct a further analysis of this data set, following the removal of the responses of two of the volunteers, whose scores were atypical. Their characteristics are discussed later.

Conditions of interaction (% without outliers)		
<i>Lessons with staff (N = 13)</i>	<i>Individual tuition (N = 6)</i>	<i>leisure (sport and lunch) N = 8</i>
59/78 = 75.6%	11/36 =30.5	35/48 = 72.9%

Table 17 : Conditions of interaction, after removal of two respondents : percentage of cooperative features (Cooperation Scale)

The new data were more polarised, and without the outliers, the Chi square showed a highly significant relationship. Chi Square = 8.3; p = < 0.02 (p = 7.82); df = 2. Clearly, the individual tuition setting has significantly fewer cooperative features than do the other two settings. This is to be expected in the light of its hierarchical nature and polarisation of skill level in favour of the mainstream student.

4.14 Responses organised by setting

A breakdown of responses to the cooperation scale demonstrates a distinctive pattern of differences between the settings. Full scores are available in appendix 4.16.

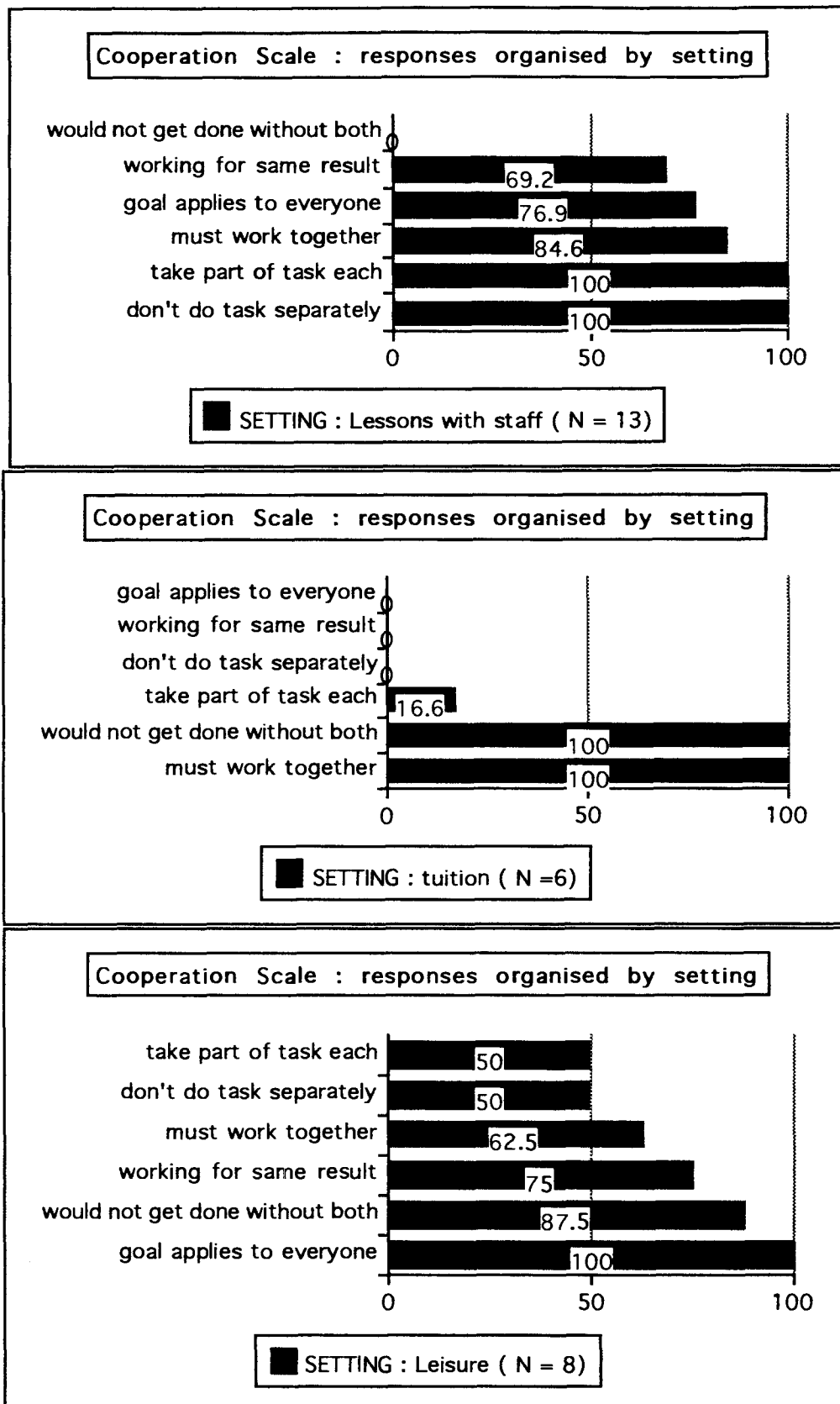


Figure 26: Response patterns of the Cooperation Scale, organised by setting.
(% of respondents in each setting)

4.15 Staff agreement

The data above were obtained from students commenting on their own perceptions of their relationship. Responses to some of the same questions were sought from the staff who run the teacher-led Partners sessions. They gave their impressions of the interactions taking place in their classes. Five lecturers described interactions of eight Partners and these responses were compared with the students' own answers. Each of the interactions took place within the teacher-led setting.

COOPERATION SCALE : % agreement between staff and students					
goal that applies to everyone	working for the same result	take part of the task each	don't do the task separately	task would not get done if both are not there	both must work together for task to be completed
87.5	62.5	100	100	62.5	75

Table 18 : % agreement between staff and student answers to questions about peer interactions relating to features of cooperative interaction.

There were no major disagreements between staff and students here. All agreed about the extent to which students worked together on the task and there was very good agreement about the existence of common goals. Good agreement was also reached about the extent to which both must work together in order to complete the task. There was some disagreement about whether the task would get done in the absence of the volunteer: volunteers were more likely to assume that it would be done, whereas staff felt that the volunteer's presence was crucial in some cases. There was uncertainty about whether both were working for the same result. staff can only draw conclusions about this from their observations: complete agreement cannot be expected.

4.16 Shared Goals

Students were asked to state what goal, if any, was shared in the interaction.

COOPERATION SCALE : Shared goals (as stated by volunteers)				
lesson (N =13)		tuition (N = 6)	leisure (N= 8)	
cookery	eating a meal	<i>none stated</i>	art club	making art
cookery	learning how to cook		weight training	exercise
Appletree Cafe (work project)	meal X 2		badminton	fitness
Appletree Cafe (work project)	running a business X 4		snooker	winning
leisure class	leisure ideas		snooker	winning game
shopping class	buying things		lunch	relationship
art lesson	painting		lunch	own meal
woodwork lesson	making a bird box		lunch	make friends
music lesson	enjoying music			

Figure 27: Shared goals of the Partners Scheme

It is clear that food preparation is a good cooperative activity with clear benefits resulting from shared interaction. Sports and lunch provide the opportunity for reciprocal interaction towards enjoyable mutual ends. Other lessons can also have mutual goals if both students are involved in the outcomes of the activity. Tuition is not seen to involve shared goals, but it is fair to state that while the goals may not be common to both students in the tuition setting, neither are they individualistic. The goal outcomes are different for each student, and are explored further in later chapters.

4.17 Case studies : exceptions

Two students' response patterns were atypical of the patterns for each setting as a whole. Their responses were withdrawn from the analysis for separate consideration. The first student was from the lessons with staff setting. Her scores reversed the pattern of the rest of the group. While the rest of the group declared common goals and a shared end result, this student did not. She was the only student to state that the task would not get done in her absence. Her response pattern resembled those of the tuition group. As the activity that she was involved in was supporting one student with his writing during the session, it is likely that the activity may be seen as resembling tuition and would make her response pattern consistent with this group.

The second student, from the individual tuition setting, mirrors this reverse conceptualisation . His activity was map reading, which was a particular hobby of his. Although his brief was to support students who have learning difficulties

to use maps, his response pattern was markedly more cooperative than the rest of the tutoring group. These cases support the argument that cooperative interaction can be achieved in any setting if an interest in the subject is mutual, which will provide a common goal.

Part Four

Attendance

An important statistic to consider is attendance : what is likely to ensure that the activities continue on a regular basis ? Attendance is a sure sign of success in a scheme which is purely voluntary. The effect of motivation on attendance has been discussed. Other factors will of course influence attendance; many Partners cited pressure of work as their reason for concluding or temporarily leaving the scheme. It is useful at this point to consider the effect that setting may have on attendance.

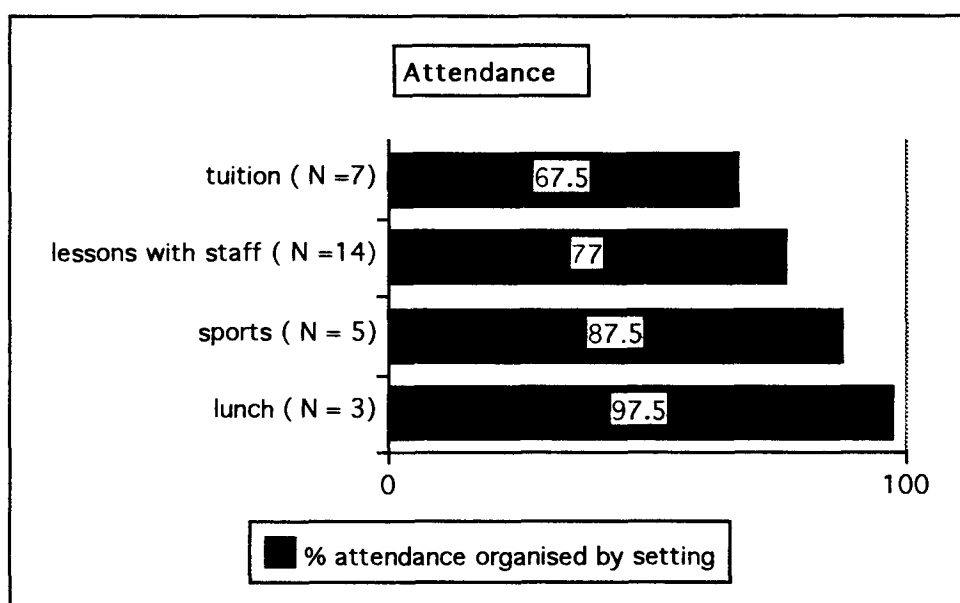


Table 19: Percentage of attendance in each setting.

This data should be interpreted with caution, as numbers are small. It appears that the lunch setting is most likely to result in good attendance, while the tuition setting is less than satisfactory. Teacher-led and sports sessions have reasonable attendance levels.

4.18 Students who dropped out

It is useful to examine data about students who dropped out of the scheme

during the experimental study. The operational definition for 'dropping out' is less than 20% attendance leading to complete absence. In this case all 5 students cited pressure of work as the reason for dropping out.

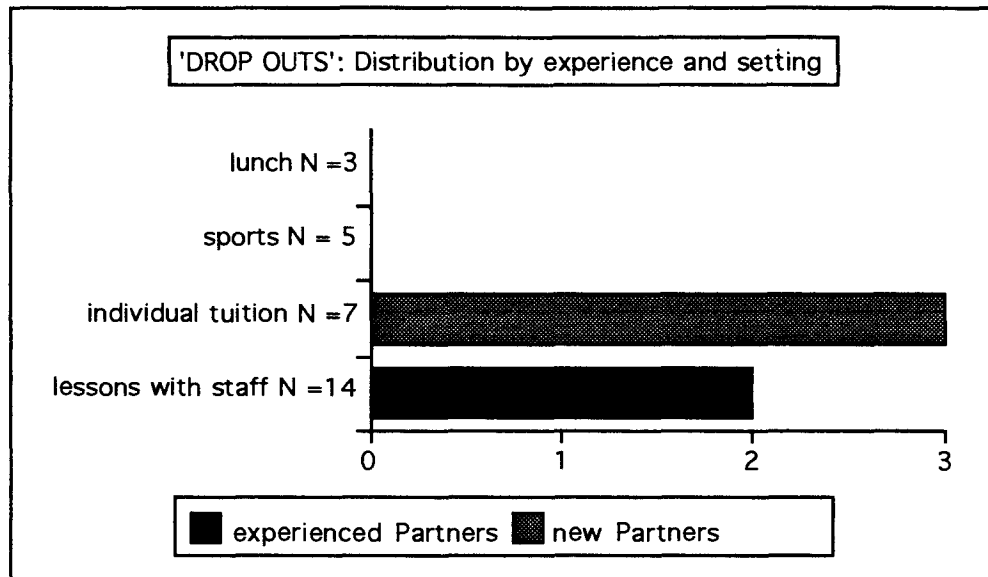


Figure 28 : Students who dropped out of the Partners Scheme, distribution by experience and setting

Three of the students were from the tutoring setting and four of the five were male, in a predominantly female population of volunteers. Two of these students were from caring courses, and were motivated by sentiments of 'wanting to help the handicapped'. Of the other two, one failed to turn up at all, while the other had already completed a year's Partnering and found he had underestimated his second year course commitments.

SECTION FIVE

DISCUSSION OF THE FINDINGS OF THE QUASI EXPERIMENTAL STUDY

A summary of the results of the quasi experimental study are presented in Appendix 1.

Part One Attitudes and attitude change

The Partners scheme is successful in attracting students who hold attitudes that are significantly more favourable towards people with learning difficulties and towards integration than are held by other students with similar profiles in the college, and who believe that these students should be empowered to access mainstream opportunities.

The effects of interaction over a period of months appear to be several :

1. Fewer students express neutral attitudes.
2. The attitudes expressed are more likely to be positive.
3. These attitudes are less likely to be polarised towards positive extremes.

In comparison with the reference group, it appears that students are becoming more realistic in their attitudes towards people with SLD as they get to know them.

5.1 Views About Disability

Attitudes and attitude change

New volunteers who have interacted with their peers with severe learning difficulties express significantly more positive attitudes towards the rights and the adult status of such students after interaction than before. Student volunteers also expressed significantly more positive attitudes than students who have not experienced such contact. The null hypothesis is therefore rejected and the results consistent with the literature (Fenrick and Petersen 1984, Beh Pajoo 1991) The evidence also shows that the scheme attracts students who already hold more positive views than are expected in the college population.

Accurate perspective taking

Student volunteers are more inclined to make moderately positive statements

rather than highly positive statements after they have interacted with people who have learning difficulties: i.e. new volunteers made significantly more moderately positive statements at time two. There was no significant change in the reference group or among experienced Partners over time. This supports the hypothesis that the experience of interacting with students with severe learning difficulties may make attitudes more differentiated and realistic.

Views which may have been idealistic and based on stereotyped views about people with learning difficulties as a group, may be adjusted as students get to know each other as individuals. This is consistent with the social judgment process (Watson and Jones, in Jones and Guskin 1984) which suggests that labels lose their potency when the view of the other student as a person becomes realistic. This theory assumes that particular conditions will either reinforce or break down initial prejudices. The discussion of process factors below explores the outcomes of different conditions.

Diminishing the neutral stance

Interaction with students with learning difficulties appears to enable volunteers to express opinions about these issues. Volunteers who were new to the scheme made significantly more 'don't know' statements before they had met and worked alongside people with learning difficulties than after. At time two, volunteers made fewer 'don't know' statements and the new attitude statements made fell within the positive range, although no significant differences were seen among the responses of the reference group. There are a number of reasons why respondents might choose a 'don't know' response in a questionnaire. Despite the labelling of the mid point in the Likert scale as 'don't know', respondents may select it as a neutral rather than as an undecided stance. It may be that respondents felt uncomfortable about the social desirability of declaring particular attitudes at first, perhaps connected with a concern to make appropriate responses to the administrators of the scheme.

It is hoped that the reason for the shift in response patterns from 'don't know' to positive statements is the fact that experience of interaction has enabled volunteers to be more knowledgeable about individuals with severe learning difficulties in a way that is positive; students have been enabled to form beliefs as a result of the process. Getting to know students of their own age or older may have allowed mainstream students to see individuals as adults with diverse skills and an entitlement to community provision. Further research is needed to

elucidate.

Adult Status and Rights

All students demonstrated more positive attitudes towards the rights of people with learning difficulties to integration and community access than they did towards the rights of this group to adult status. This suggests that perceptions of people with learning difficulties as adults may be more contentious to respondents than perceptions of these students as entitled to live and work in the community. It is suggested that people with learning difficulties desire community integration as a means of achieving adult status. This is an area that would merit further research.

5.2 Attitudes Towards Integration

All volunteers (both the experimental groups) held significantly more positive attitudes towards integration than the reference group at each time, although there were no significant differences between groups over time. The null hypothesis cannot be rejected on the basis of these findings.

Students who volunteer for such a scheme have been demonstrated to hold more positive views than the general student population, lending weight to the theory that students who already hold favourable attitudes towards integration are more likely to join an integration scheme (joining the scheme may be seen as a behavioural outcome of these attitudes). It is gratifying to see that positive attitudes are sustained after actual integration has taken place.

Attitude change

While the main analysis of the data does not support the hypothesis that mainstream students who have interacted with their peers with severe learning difficulties will express more positive attitudes after interaction than before, the analysis of response patterns does endorse such a view showing a shift away from 'don't know' responses in favour of highly positive responses. Volunteers who were new to the scheme made significantly more highly positive responses to integration statements following interaction than before and fewer 'don't knows'. There was no significant change among moderately positive views among any of the groups. If the hypothesis that volunteers will become more realistic about the practical implications of integration following the experience

of actual involvement in a peer integration scheme is to be accepted in this analysis, it must be argued that the shift from 'don't know' to highly positive has been caused by an experience that has convinced volunteers that integration is possible.

The neutral stance

The decrease in 'don't know' responses demonstrates the increasing ability of the new Partners to agree with positive statements about attitudes to integration following contact with people with SLD. While the reference group remains stable and has a high rate of uncertainty, the new Partners show a significant increase in directional responses and become similar to the experienced Partners in terms of rates of certainty. The cautions expressed in the section above about the meaning of such a shift also apply here. Further research is needed in order to confirm the desired implication that promotive interaction will result in more concern and obligation for peers and their integration.

Part Two

The Self determination perspective

5.3 The motivation of mainstream students

A striking finding was the extent to which this study revealed intrinsic motivation among volunteers for the Partners scheme. Volunteers denied being motivated by their tutors, CVs or other external factors and were most likely to take part because they wanted a contrast with their own activities and liked the idea of the activities on offer. They were also conscious of a desire to contribute towards a positive activity, expressing the opinion that integration for this group is desirable. The fact that they are volunteers for an integration scheme bears out their willingness to behave in a way that is consistent with their beliefs.

From these data, it appears that students who attend well are likely to have intrinsic styles of self regulation and that students who drop out of the scheme are more likely to have extrinsic styles (i.e. the results show that the good attenders have lower ratings for external regulation and higher rates of internal regulation than do the poor attenders). The hypothesis that students who hold more autonomous self regulatory styles is therefore accepted. It is acknowledged that the small group size makes confirmatory statistics inappropriate.

The most significant finding of the analysis of 'drop outs' in comparison with 'perfect attenders' is the contrast between their scores on the identified regulation component of the scale. Identified regulation (Deci et al, 1991) occurs

" when the person has come to value the behaviour and has identified with and accepted the regulatory process. With identification, the regulatory process has become more fully a part of the self, so the person does the activity more willingly."

Identified regulation can be seen as a consistently significant factor for Partners as a whole group. In the context of the Partners scheme at RUTC, students whose profiles suggest that they have identified regulation may have chosen to become part of the scheme because they feel that its purpose fits in with their own beliefs. They may believe that taking part in the scheme is important for the achievement of a higher goal (i.e. integration, or the rights of access) and that this goal is of value. It is also helpful that the students have high internal regulation and enjoy the activities for their own sakes. The combination of both factors would seem very likely to result in sustained enjoyment and positive involvement.

Of further interest are the high scores that the 'drop out' group achieved on the introjected regulation factor. Taking in but not accepting a regulation is the basis of introjection - these students responded positively to statements such as ' I feel I should do it'; and 'It would make me feel I've done some good'. This is a form of internal coercion rather than true choice. People who volunteer for the scheme because they feel they ought to, may have more difficulty in enjoying and therefore sustaining the activity, because their reasons may not match their own true beliefs and they may not in fact, be interested in what they are doing.

The tiny sample of students who dropped out of the scheme, happens to include the only two students who come from 'Caring' courses at the college. Their data supports gut reactions and comments made during the pilot scheme that students who want to 'help the handicapped' may have a rude shock when they come into contact with young adults who do not want to be helped, but who want to access ordinary social and learning experiences. On the other hand, students who begin by volunteering for the 'wrong' reasons may well find that they engage with the project because of reasons

that all within the intrinsically motivated regulatory factors (they might like it). This would be a fruitful enquiry for future research.

Also in the drop outs are two students who have first hand experience of disability, albeit physical. It would be interesting to learn whether the experience of supporting people with learning difficulties brings difficulties that are personal or logistical. Any further enquiries into this area would be illuminating but should only be considered within an empowering rather than intrusive framework.

Attendance has been the main variable under investigation in relation to motivation in this part of the study, as the most easily tested and arguably the most important variable. Further research is also needed to investigate the relationship between motivational styles of volunteers and other outcomes suggested by the literature. Will students who are motivated by more intrinsic forms of regulation claim to enjoy the experience more than those are extrinsically motivated ? Will they be more able to respond to problems or logistical difficulties ? In what ways will they achieve more highly ? Answers to these questions are best sought by qualitative methods which allow respondents to describe the experience in their own words.

5.4 Classroom Climate : autonomy supportive or controlling styles of the staff

In the context of the Partners scheme, it is supposed that particular kinds of support will be more likely to enhance and sustain proactive and motivated behaviour among volunteers. According to this theory, support for relatedness (peer acceptance; institutional support) facilitate motivation. However, such support will facilitate intrinsic motivation and integrated internalisation only to the extent that they are accompanied by autonomy supportive interpersonal contexts.

It was therefore relevant to examine the control/autonomy orientation of the lecturers in whose classes the volunteer Partners are to be found. Evidence of autonomy supportive teaching may provide a climate in which the good levels of balance and cooperation demonstrated in the teacher-led settings may also be created.

In question was whether students working with autonomy supportive staff would be more likely to sustain the activity. The literature also suggests that students would be more likely to take the initiative and be creative in working together.

The staff team of the learning support section at Richmond Upon Thames College was observed to be highly autonomy supportive. This was a positive outcome for the scheme, but meant that no comparison was possible between volunteers working within differential climates.

The presence of autonomy supportive staff can be seen as significant for two reasons: Autonomy supportive staff may be seen as more likely to create cooperative learning conditions - they favour discovery rather than direction and prefer students to manage their own learning and seek their own conclusions, given guidance. The cooperative features of lessons with staff that were reported by volunteers included shared activities; common goals; the opportunity to take part of a task each and the need for both to be involved in order to make the activity happen. These are features that are consistent with an autonomy supportive teacher and will be less likely to be found in the classroom of a controlling teacher.

An autonomy supportive classroom climate is important in sustaining higher levels of intrinsic motivation in participants (Deci et al 1991) and may contribute to good attendance and continued involvement in the scheme. Therefore it can be argued that the autonomy supportive ethos of staff in the Learning Support Section of the college is likely to be a positive factor in the successful development of the Partners Scheme.

PROCESS FACTORS

The analysis of process factors is exploratory and descriptive. The study is concerned with groups whose size makes them unsuitable for confirmatory analysis, with some exceptions. The findings of this study are of interest in suggesting trends which, in the light of the literature and of the later qualitative data, can be regarded as important.

Part Three

The effect of setting

The activities of the Partners scheme were organised into settings for the analysis of process data to show differential outcomes of each type of interaction. Four settings were discussed: lessons with staff; individual tuition; sports, and lunch. The last two were combined in some analyses because of the small numbers involved. Each of the process factors is introduced below. Each setting is then discussed in relation to each of the process factors.

5.5 The role of mainstream students in the interaction

It was hypothesised that the activities of the Partners scheme would be seen to have differential outcomes which related to Cole's 1988 analysis of peer tutoring and special friends projects. In this study, the different settings in which student activities took place were analysed for characteristics of social or tutoring outcomes.

It was hypothesised that the outcomes of the individual tuition setting would be most like the tutoring interactions and that the outcomes of the leisure settings (lunch and sports) would be more like the special friends interaction. The outcomes of the lessons with staff were in question.

The type of activity students engage in does appear to be important and each setting has a different profile of outcomes. However, the patterns are less clear-cut than the outcomes identified in by Cole in his comparison of peer tutoring and special friends programmes.

Cole found that interactions that occurred during peer tutoring sessions were highly unbalanced. Peers with learning difficulties remained on task but the non disabled peers tended to watch, teach, or help students rather than join in. Relationships were seen to be more hierarchical (i.e. more like teacher-student relations than friendships) and less likely to lead to additional voluntary contacts between peers. Special friends relationships were seen to be more reciprocal in terms of cooperative interactions, more like friendships and less hierarchical.

5.6 The Social Structure within which the interaction takes place : cooperative features of the interaction

In question was the extent to which the activities of the Partners scheme could be characterised as cooperative, and whether cooperative conditions would be

seen to be more promotive of social relationships than of tutoring relationships. Johnson and Johnson (1983) suggest that cooperative conditions involving positive goal interdependence will support the development of promotive interactions and it was hoped that students would maintain their concern and confidence in advocating for the interests of people with severe learning difficulties by attending well in the scheme and also maintaining contact with people with learning difficulties in the future.

It was hypothesised that volunteers who had been involved in cooperative activities would demonstrate attitudes which were more accurate and realistic (i.e. they would be less inclined to make stereotyping assumptions and be more responsive to individual differences and situational factors). It was also hypothesised that settings seen to be similar to peer tutoring activities would be less likely to have cooperative features than would social activities. Whether lessons with staff could be characteristic as cooperative was in question.

The research project identified characteristics of each setting that are associated with goal interdependence and cooperative activity. Each setting is now discussed in relation to the two process factors

a) Individual tuition

Role of the mainstream student

In this study individual tuition most closely resembles the peer tutoring relationship. The role of the mainstream student was more hierarchical; volunteers perceived themselves in teaching roles and students with learning difficulties remained focussed on the task in hand. Students reported that they were not likely to socialise outside the session and were less likely to declare that they had made a friendship. These findings are consistent with Cole', and the hypothesis that the outcomes of the individual tuition setting would be most like the tutoring interactions is accepted.

Social Structure

The nature of the individual tuition setting, which always involved two students working together without staff presence meant that both students were required to be present and involved for the goal (skill acquisition) to be achieved. The goal was not shared, however as students did not perceive that they were working for the same result. They were also unlikely to take part of the task

each, and did not do the task together. The setting cannot therefore be characterised as cooperative. Neither can it be said to be individualistic, as goal attainment for one of the students at least was dependent on the presence of the other. It is likely that the interaction benefited each student, but in different ways. Further research will shed light on the differential goals that are achieved through a heterogeneous relationship.

Individual tuition resembles a peer tutoring relationship with few features of cooperative activity. Students are less likely to form social relationships in these sessions. The hypothesis that settings seen to be similar to peer tutoring activities would be less likely to have cooperative features than would social activities is supported. The findings do not conflict with the hypothesis that cooperative conditions would be seen to be more promotive of social relationships than of tutoring relationships.

Students with learning difficulties ask for individual tuition to improve skill levels, not to make friends. Social outcomes are highly prized among policy makers and practitioners who may see teachers, not peers as engaging with the development of skills. Improving skills is an important outcome for students which is not within the scope of this study but would be a valuable area of future research. It may be that skill improvement is of greater importance than socialisation to the students with SLD in the tutoring context.

Tutoring has the highest dropout rate, and this may well be due to the fact that it is the most challenging activity for volunteers who, although they follow a programme of support during the year, have to maintain the activity without staff supervision.

b) Leisure activities

The role of the mainstream student

Sports sessions were highly balanced in terms of leadership and equity. Both students in the partnership remained on task and students with learning difficulties were not reported to depend on the help of their mainstream peers. Partners were more likely to report that they felt they had made a friend through this activity than did students involved in the individual tuition setting but reported that they did not meet socially outside the activity. Students were on task and those with learning difficulties did not depend on the help of the others.

The sports setting has features that are similar to the characteristics of Cole's (1988) 'special friends' relationships.

The lunch setting achieved the most desirable outcomes, characterised by volunteers as highly balanced, sociable and reciprocal with students who have learning difficulties as likely to be in charge as others. Again, students remained on task and those with learning difficulties did not depend on the help of the others. Students felt that they had made friends, and reported that they met socially outside the lessons.

The hypothesis that leisure settings were most like special friends relationships was accepted.

Social Structure

Sports sessions were characterised by clear mutual goals: the enjoyment of the physical activity and enhanced personal fitness. The goal required the input of both students. The setting can be described as cooperative.

Lunch was also cooperative in that students also shared a common goal (eating), but neither relied on the other in order to achieve it.

Fewer volunteers chose these settings, but for those who came forward they appeared to be highly effective in terms of attendance, balance, and socialisation. Students obviously enjoy these activities and the non competitive sports such as snooker allow peers to take turns and socialise within a structured setting that holds possibilities for equal status. The lunch setting is purely social and all concerned are able to relax with a 'mutually desired outcome' - eating.

The hypothesis that cooperative and special friends conditions promote social relationships is supported by the report of the development of friendship and the increased social contact among those who met for lunch. Further research will show whether this contact leads to more accurate and realistic perspective taking. It would be fruitful to track further examples of purely social relationships. Evidence within the scheme over the years has demonstrated that mainstream students are more inclined to volunteer for specified activities which may be easier to visualise and sustain than relationships that much depend on

conversation alone.

c) Lessons with staff

The role of mainstream students

Students involved in this setting report characteristics of both peer tutoring and special friends. Teacher led activities are the most popular option among volunteers and they result in good rates of attendance. Cooperative group settings such as those available in the lessons of a course for students with severe learning difficulties appear to promote relationships that have the best features of both.

The lessons are highly practical and interactive, with many potentially mutual goals for students. They are sociable, balanced and also on task. These settings appear to promote effective working (characterised by on task behaviour) and the development of friendly relationships that may lead to added social contact outside the lesson - although students with learning difficulties were seldom reported to be in charge in the session. Teacher led sessions also offer good support to volunteers who are free to develop their own styles of interaction within the setting.

Social Structure

Students reported common goals in achieving the outcomes of the lesson, which were generally practical. They often completed tasks together.

Part Four

5.7 Methodology

There are many practical limitations to the use of experimental methodology in a natural setting. Practical and ethical reasons made the random allocation of students impossible; the scheme consists of self selected participants. It would have been of experimental interest to assign volunteers to interaction and non interaction groups, for example, but provision for students with severe learning difficulties would have been reduced if this had been done.

Control of variables is problematic, particularly in a naturalistic setting. Disability is a significant variable that can never be neatly controlled and the pigeon - holing of students into a homogeneous group is not only impossible, it also

conflicts with the ethos of the study and the prevailing view that students with disabilities are people first. The measurement of intellectual functioning is not functionally useful and can be seen as a way of perpetuating the stigma of classification.

Hegarty (1993) in his review of the literature on integration, highlights confounding factors in comparative studies. Where students are matched, he reports that the matching variables do not usually extend beyond age sex and IQ. He cites this as the core of difficulty: many other factors (he includes prior learning experience, motivation, relationship to the teacher and home background) bear on students' responses to an educational programme.

This study does aim to address some of these issues. Students are matched not on IQ but on course of study, which is a broad indicator of academic range. Students are matched for prior experience of disability. Motivational and situational variables are addressed - including one teacher / student variable - but do not constitute matching variables.

Group size has meant that confirmatory statistics are of limited value and data is messy and engaging. The use of closed questionnaire items means that data is limited to the responses to pre-set statements, which may exclude pertinent information. There is a desire for elaboration and confirmation in respondents' own words. Much of the naturally occurring and anecdotal evidence is lost when highly specific quantitative measures are used. The input of some respondents, most notably those with severe learning difficulties is precluded by the use of pre-formulated questions. Even adapted versions of the questionnaires (Appendix 3.8) proved unworkable.

Part Five

5.8 The qualitative study

The analysis of the data of the quasi experimental study has produced findings which are reliable and valid and which confirm many of the research hypotheses. The next stage of the research - the qualitative data collection and analysis - builds on both reliability and validity through the process of triangulation. Volunteers are able to describe the effects of the experience in their own words and the findings of this study can be confirmed or challenged by what they say. In addition, areas that were inappropriate to research using

quantitative methods - such as the responses of students with severe learning difficulties - can be approached using differentiated qualitative methods such as the use of sign language.

Finally, the qualitative research study is designed to be responsive to ad hoc investigation; the pursuit of leads as they arise. The outcomes are not strictly predicted and while the qualitative study has been designed to substantiate the findings of the quasi-experimental research, it is also hoped that they will add to it in terms of richer data and unexpected outcomes. The qualitative research study is designed to explore questions that have arisen from the quasi experimental study.

SECTION SEVEN

QUESTIONS FOR FURTHER STUDY

6.1 Attitudes and attitude change

1. What are the attitudes of people with SLD towards
 - a) other mainstream students in the college
 - b) the partners with whom they interact

for example:

Do they wish to mix with mainstream students and find out more about them; do they feel threatened, patronised, supported ? Do they hold stereotyped attitudes towards mainstream students and do these change after interaction?

2. What evidence is there that volunteers become more realistic about the practical implications of integration following the experience of actual involvement in a peer integration scheme ? Does the experience convince volunteers that integration is possible?

6.2 Self Determination

Motivation

3. Will students who are motivated by more intrinsic forms of regulation claim to enjoy the experience more than those are extrinsically motivated?

4. Do students who join the scheme for externally motivated reasons need extra support to sustain the activity and to develop more integrated self regulation with respect to the scheme (ie to like it for its own sake)? Is there evidence that these students become involved in the activities for their own sake ?
5. Why do volunteers drop out and how could this be avoided ?

6.3 Process Factors

6. How do students describe each setting in terms of
 - a) enjoyment ?
 - b) logistical issues ?

6.4 The role of the mainstream student

7. What evidence is there to support the hypothesis that leisure settings are more likely to result in social interaction leading to friendship ?
8. In what ways do mainstream volunteers support students with learning difficulties to learn ?

6.5 Classroom Climate

9. What evidence is there of promotive interaction ? What benefits resulting from the scheme do students perceive for themselves ? Are these benefits associated with mutual goal interdependence ?

6.6 Behavioural Outcomes

How do previous or long term Partners describe the effect of the scheme on their attitudes, looking back ?

What evidence is there of mainstream students becoming more realistic in their attitudes and what effect does this have on behaviour ?

What examples can they give of effects the scheme has had on their behaviour ?

CHAPTER FIVE

METHODOLOGY OF THE QUALITATIVE STUDIES

SECTION ONE

RATIONALE : LINKS BETWEEN THE QUALITATIVE AND QUANTITATIVE STUDIES

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SECTION TWO

THE METHODOLOGY OF THE QUALITATIVE STUDY

Part One

Conceptualisation

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CHAPTER FIVE QUALITATIVE STUDY 1995-1995

SECTION ONE

RATIONALE: THE LINKS BETWEEN THE QUALITATIVE AND QUANTITATIVE STUDIES

There are three broad reasons for linking qualitative and quantitative data:

- * to enable confirmation or corroboration of each other via triangulation;
- * to elaborate or develop analysis, providing richer detail;
- * to initiate new lines of thinking through attention to surprises or paradoxes, providing fresh insight;

Rossman and Wilson (1984, 1991)

1.1 Summary of the findings of the quantitative study

The following hypotheses were accepted in the quasi experimental study:

1. Mainstream student volunteers express highly positive attitudes towards students with severe learning difficulties and their integration.
2. Interaction with students with SLD results in the modification of the expressed attitudes of mainstream students in the following ways:
 - a) while attitude statements continue to be positive, they are less polarised towards highly positive (and possibly idealistic) responses.
 - b) the experience of interacting with students with SLD results in a greater perception of individual differences and a consequent reduction in stereotypical response.
 - c) mainstream students are more likely to express opinions on disability issues as a result of the interaction and these opinions are likely to be positive.
3. Successful integration, in this context, can be defined as:
 - a) sustained.
 - b) improving of social interaction.

- c) supportive of equal status through cooperative and balanced activities.
4. Factors that contribute to successful integration include:
- a) Motivational styles that involve internal regulation by student volunteers.
 - b) Autonomy supportive staff.
 - c) Activities that involve cooperative or shared activity towards mutually desirable goals.

1.2 Constraints of the quasi experimental design

The nature of quantitative, quasi experimental investigation is the careful preparation of reliable and replicable measures with the aim of testing clearly defined concepts. By definition, the domain of enquiry is closely specified and methods involve the use of exactly similar language and methods with each respondent. But while these characteristics contribute to the reliability of the outcomes, the use of closed questions and limited response options tends towards context-stripping .

The involvement of students with severe learning difficulties in the research presents particular challenges. Rather than constructing a static, replicable measure for use with all respondents, it is desirable to use diverse methods of communication which give individuals the most appropriate opportunities for responding. It is difficult to construct effective measures that are meaningful to the quantitative researcher and intelligible to the student with learning difficulties.

Quantitative methods have been valuable in comparing responses between groups and over time. They are best supported, however, by the use of methods that recognise the messy, complex and unexpected nature of interactions between heterogeneous individuals in a naturally occurring context. There was a fear that the definition of terms by the researcher and the pursuance of topics determined by her may have resulted in an incomplete investigation from the perspective of the respondents. There may be issues that have been missed.

It was also felt that the context of the study - a real, college based project - had made experimental methodology less than accurate because of the difficulty in controlling for dependent variables and the reliance of the researcher on spontaneous processes. The small number of participants in the study also made reliable and valid conclusions problematic.

The small numbers involved in the project under investigation in this study prevented statistical analysis of the process data and also made generalisation more problematic. The use of fixed item questionnaires prevented respondents from describing their experience in their own words so that relevant data may have been lost. Hypothetico-deductive methodology may be effective in testing the researcher's theories but it does not allow for grounded theory to emerge.

The purpose of the second study was to provide a more flexible approach to access and data collection. Respondents, including those with learning difficulties, were better able to speak openly about their experience so that information could emerge that may substantiate the previous findings and shed new light on their perceptions of the experience. Qualitative data analysis methods 'help by validating, interpreting, clarifying and illustrating quantitative findings, as well as through strengthening and revising theory' (Sieber, 1973.)

Inductive techniques allow for the emergence of contradictory or unexpected data. Information that corroborates the findings of the previous study will lend greater authority and validity to those findings; novel theory will widen the debate and pave the way for further investigation.

1.3 The purpose of a secondary study involving qualitative methods

To :

- a) allow for methods that involve the students with severe learning difficulties as equal participants in the study,
- b) allow for open ended investigation which will elicit information that has not been pre-determined by the researcher,
- c) allow respondents to use their own language to construct and interpret theory and practice in their own terms,

- d) contribute to understanding of heterogeneous interaction - including changes to attitudes,
- e) establish links between attitude change and behaviour in this context,
- f) identify the long term outcomes of the scheme in terms of the persistence of attitude change and the behaviour of those involved,
- g) contribute knowledge about the differential outcomes of social settings,
- h) add to knowledge about the institutional benefits of a peer integration scheme.

1.4 The contribution of qualitative data

Qualitative data is used in three components of the study.

1. At the end of the quasi experimental study in Spring 1994, respondents were given a short open ended questionnaire which allowed them to describe their experience in their own words. This qualitative probe was used as a check on the validity of the quantitative data and provided an opportunity for fresh insights to emerge, which could be pursued in the next stage of the research. The results of this measure, which influenced the construction of the qualitative study, are presented in Appendix 4.4.
2. An open ended questionnaire was sent to the subjects of the quasi experimental study two years after the original investigation in early 1996. The results of this study are presented in chapter six.
3. A separate, major qualitative study was conducted which began in Autumn 1994. This was an interview based study involving the next new cohort of volunteers and included students with learning difficulties (Chapters 7 and 8)

1.5 Aims of the qualitative study 1994-1995

The previous chapter - the results of the experimental study - concludes with a list of research questions emerging from the qualitative analysis. The qualitative study was designed to address these questions. They were conceptualised as start and process factors and outcomes.

Research Aims of the qualitative study 1994 - 1995

Start and process factors

1. To identify the extent of students' previous experience
 - a) personal experience of disability,
 - b) of integrated activities.
2. To investigate attitudes of students towards:
 - a) heterogeneous students in terms of learning capability (ie of students with learning difficulties towards mainstream students, and vice versa)
 - b) integration.
3. To identify the differential characteristics of successful interaction as perceived by heterogeneous students.
in terms of
 - a) student characteristics (what 'they' are like)
 - b) activities
 - c) motivation and enjoyment
 - d) logistics
 - e) relationships (social or teaching)
 - f) support
 - g) attainment (related to learning or friendship)
 - h) personal issues

In order to identify

- a) what works,
- b) what needs changing
- c) ways of changing

Outcomes

4. To find out ways in which the scheme affected attitudes towards each other.
 - a) during the scheme
 - b) in the long term
5. To find out the effects of the scheme on behaviour
 - a) during the scheme
 - b) in the long term

SECTION TWO

THE METHODOLOGY OF THE QUALITATIVE STUDY

Part One

Conceptualisation

Because the research was intended to complement the findings of the previous study, the boundaries of the field of enquiry were well understood. A conceptual framework was designed to summarise the research domain and its relationship to methods of enquiry. This is presented below:

2.1 The Research Domain

MOTIVATION

Internal / external regulation(E)

CONCEPTION OF INTERACTION

Start Previous Experience(E)
Expectations (E)
Process Characteristics(S1,2,3)
Activity
Relationship

CONCEPTION OF 'OTHER' STUDENTS

Start Previous experience(E)
Expectations (E)
Process Actual feelings about specific
students(S1,2,3,)

FACTORS AFFECTING EFFECTIVENESS

Start Preparedness (E)
Process Support (S1,2,3)
Logistics
Personal Characteristics
Personal issues
Outside constraints
Enjoyability
Activity
Relationships
Staff Input

OUTCOMES

Process and end Perceptions of success (S1,2,3,4)
Attitudes surprises
confirmations
questions
Persistence of attitude changes (S4)
Behaviour
in college (S1,2,3,)
out of college
long term (S4)

KEY TO INTERVIEW SCHEDULE

E= enrolment interview ; S1 = First support meeting ; S2 = subsequent support meetings ; S3 = problem solving interview ; S4= questionnaire to ex Partners and reference group

Part Two

Research Design

2.2 Sample

Students were selected on the following basis:

- * Students with severe learning difficulties who were new to the college and who had no experience of integration in school as declared by parents in a survey of prospective students (Appendix 5.1) N =5
- * An equal number of students with severe learning difficulties who had been involved with Partners in the previous year and who had returned for a second or third year of the course - N =5
- * All students with moderate learning difficulties who applied to be a Partner during 1994/1995 (N = 4)
- * All mainstream students who
 - a) were new to the scheme in 1994
 - b) are not mature students - i.e. aged 20 or over (N = 54)

2.3 Subjects

Young adults with severe learning difficulties

Ten students with severe learning difficulties were included, all of whom have statements of special educational needs. Half of them were returning to college for a second year, having been involved with the Partners Scheme before. The other half came straight from school. The students ranged in age between 19 and 22. All had come from schools for students with SLD in the Boroughs of Richmond or Hounslow, which provide education until age 19. Five students are affected by Down's Syndrome; the others have learning difficulties associated with perinatal damage including hydrocephalus and anoxia. Eight students have restricted communication skills including problems with concept formation, vocabulary and delivery. Makaton sign language is used by one student. Two students have emotional and behavioural difficulties in addition to learning difficulties. Five students have some basic numeracy and literacy skills, (i.e. can write own name and address and can spell many phonetically regular words, identify and add

simple amounts of money). The other five have a social sight vocabulary and can identify some coins.

Young adults with moderate learning difficulties

Eight students with moderate learning difficulties applied to be volunteers. Of these, five failed to make a regular commitment to the scheme and dropped out within two months.

The three who continued are included in the study. They include two students with severe dyslexia, one of whom went to a school for students with moderate learning difficulties and one of whom attended a mainstream school with support. The former student, aged 18, had progressed to a mainstream course at RUTC, following a one year transitional course. The latter, aged 17 attended that transitional course. The other two students with MLD who maintained commitment to the scheme were include a 16 year old girl from a special school for students with moderate learning difficulties who has generalised learning difficulties and who is socially withdrawn.

The four 'drop outs' are included in the section on attendance. One of them, a girl with generalised learning difficulties who attended a special school, began as a volunteer but later requested to have a partner herself. One young man had come from overseas and had progressed from the special transitional course into a mainstream course, one girl with dyslexia and moderate learning difficulties had completed the special course, left college for employment and requested to come back as a volunteer, and the final student concerned had MLD and behaviour problems and like the others, had completed the special course the previous year and was attending a mainstream course in the college.

STUDENTS WHO HAVE PARTNERS			STUDENTS WHO ARE PARTNERS
	young adults with SLD (school leavers) N=5	young adults with SLD (2nd years) N = 5	Young adults with MLD
male	2	4	4
female	3	1	0
age 16/17	0	0	4
age 19-21	5	5	0
course			
PVC1	5	5	0
PVC2	0	0	4
Ethnic grouping	White (4); Indian (1)	White (5)	White (3); Indian (1)
experience of special educational needs			
self	5	5	4
family	1	0	0
friend	0	0	0
work	0	0	0
previous experience of integrated settings			
shared mainstream lessons	0		link with local comprehensive (3)
separate lessons in mainstream setting	college link (4)		college link (3)
out of school clubs etc.	scouts (2) dance class (1)		none declared
siblings	3		3
local friends	3		4
Partners Scheme	0	5	0

Table 19 Subjects with learning difficulties : summary of data including previous experience of integration

Mature students (with or without learning difficulties) whose previous experience is likely to include community activities and experience of independent living are not included in the sample.

Mainstream Students

age at start		gender		course		previous experience of disability				
16/17	18/19	Male	Female	AL	GNVQ	self	family	friend	work exp	none
		12	42	45	9	7	10	0	6	31
Ethnic group										
White	Indian	Pakistan	Black-Caribbean	Cambodian						
45	3	2	3		1					

Table 20 Mainstream students: summary of data .

Previous Experience of disability

The details of the type of previous experience of volunteers was relevant.

BREAKDOWN OF VOLUNTEERS' EXPERIENCE OF DISABILITY			
none	31		
as a pupil yourself	7		
		dyslexia	3
		moderate learning difficulties	4
because of a family member	10		
		parent works with children who have learning difficulties	2
		parent works with adults who have learning difficulties	1
		parent works with children who have physical disabilities	2
		family member with a physical disability	4
		family member with a learning difficulty	1
because of a previous work	6		
		sports club with young SLD children	2
		children's home: one child who has a physical disability	1
		Lourdes	1
		day centre for adults with SLD	1
		refugee camp	1

Table 21 Previous experience of mainstream volunteers (1994 - 1995)

Only two of the volunteers felt that this previous experience was directly relevant to the current project . One young man's father worked with adults who have learning difficulties. While he had only interacted with these people as a visitor, he felt that he had gained a good understanding of the issues involved. Another young woman had had work experience in the local day centre for adults with learning difficulties.

2.4 The development of the instruments

The qualitative study was designed to yield a broad range of descriptive data. The purpose of the methodology was to elicit data that emerged as spontaneously as possible, without leading respondents.

Interview

Interview was chosen as the principal research method of this phase of the study (Appendix 5.2). Open-ended, hierarchical focussing was the main interview technique. This gives respondents maximum opportunity to initiate topics of discussion while providing the interviewer with a framework for addressing the research agenda and a check on coverage.

Students with SLD

Interview was the principle method and the same schedule was used, with some adaptations (Appendix 5.2). Students were interviewed by a known staff member of the college section, either the principle researcher or the students' tutor. The interview was conducted in spoken or signed language and was taped. (Reflective listening was used so that signed language was accompanied by speech). A policy was agreed on the use of prompts (Appendix 5.4).

During the interview students had access to a photo album of current volunteers and activities of the scheme. This assisted in two way communication as a prompt, allowed for the use of gesture and established the identities of students under discussion.

Mainstream students

Were also interviewed. All interviews were taped. Interviews were conducted by the main researcher, with the help in the early stages, of other members of the college section who were been trained and familiar with the project. Volunteers were reassured about confidentiality.

Questionnaires

Two questionnaires were designed to elicit information from sources not available at college. The first was for parents and carers of students with SLD, to find out whether they had been involved in integrated experiences at

school or at home prior to coming to college (Appendix 5.1).

The second questionnaire was for volunteers who had left the scheme, to investigate the long term effects of the experience on attitudes, and to find out about any behavioural outcomes attributable to the scheme (Appendix 6.1). This was administered to the ex volunteers of the quasi-experimental study and also to the reference group of that cohort.. The responses to this 'follow - up' study are presented in Chapter 6.

Enrolment Form

All students completed an enrolment form on joining the scheme before they had any contact with students with SLD (Appendix 3.4). In addition to administrative details, students were asked to complete four items which related to the research project . These responses were discussed with the student supplementary comments made at that time were recorded..

The four items are:

- * Previous experience of SEN
- * Motive for joining
- * Expectations
- * Support needs

Schedule of data collection

There was a rolling programme of interviews between September and Easter 1994/5. This reflects the reality of the roll-on/ roll-off nature of the scheme, as students are encouraged to become involved as their commitments allow. A summary of the schedule is below:

Interviews

- | | |
|--------------------------------|----------------------------------|
| * Enrolment interview | Initial contact |
| * Support Interview 1 | After two interactions |
| * Support Interview 2 | When student leaves the scheme |
| * Additional Support interview | Problem solving interview in the |

Questionnaires

Enrolment
(with initial contact interview) Initial contact (1994-1995)

Previous experience of integration July/August 1994
(To prospective SLD students and their parents/carers)

2. Long term outcomes of Partners Jan 1996
(To former volunteers who have left the college and to members of the reference group for the 1993/4 study)

2.5 Analysis of the data

A set of codes was generated prior to data collection which derived from the findings of the quantitative study and from the qualitative probe taken at that time (Appendix 4.4). Two levels of analysis were conducted.

* DESCRIPTIVE CODES (first step)

Attributed a class of phenomena to a segment of text.

These codes were constructed before data collection and were designed to sort responses on the basis of the conceptual framework.

* INFERENCE CODES (later step)

Indicated themes and patterns.

A preliminary set of inferential codes was constructed prior to data collection, based on the findings of the 1993/1994 study. These were modified during the inferential analysis in response to the actual data.

Full details of the coding system are in appendix 5.4 (a and b).

Data was coded by computer, using Data Manager Software (Intellimation).

This proved to be unequal to the task and recently developed software (QSR NUDIST) was found to be more responsive and was substituted. This lent itself to a 'tree and branch' method of conceptualisation, whose items are listed in Appendix 5.5b.

2.6 Reliability Testing

The majority of the interviews were conducted by one researcher. Professional colleagues who were familiar with the students and the subject of the research were involved in reliability testing during the early stages of data collection. Each colleague conducted several interviews.

Site Meetings

Two site meetings were held during the Autumn term 1994.

The first site meeting was concerned with procedures, findings and revisions. There was a check on the practical validity of the interview schedule (i.e. were the questions relevant, appropriate and easy to use?). Some changes were made. The interviewers' first impressions of the interview results were noted. These were in line with expectations.

The second site meeting was concerned with the coding of transcripts. A preliminary scheme of descriptive coding was introduced.

Double coding

A single transcription was coded by two researchers and initial difficulties discussed. Agreement was reached on the size of a codable block and on the meaning of codes in use.

Procedure

Three researchers coded, separately, 5 pages of the first set of transcribed field notes, then each rendition was reviewed separately.

$$\text{reliability} + \frac{\text{number of agreements}}{\text{total number of agreements} + \text{disagreements}}$$

Internal Consistency

- * The first set of notes was double-coded right away and again a few days later.
- * Interviews with the same volunteer were conducted by two interviewers during the same week. The interview agenda was ostensibly different (i.e. practical guidance on tackling an activity) but a number of the same research questions were put during each interview, in order to check that responses were consistent.

Inter and intra coder agreement reached 90%.

Interviewer guidelines

A set of guidelines was drawn up to ensure that procedures for interviewing were consistent (Appendix 5.6). Checks were made to transcripts to ensure that all points had been covered.

CHAPTER SIX: RETROSPECTIVE FOLLOW UP OF THE SUBJECTS OF THE 1993-1994 QUASI EXPERIMENTAL STUDY

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CHAPTER SIX RETROSPECTIVE FOLLOW UP OF THE SUBJECTS OF THE 1993-1994 QUASI EXPERIMENTAL STUDY

Part One

Background to the follow up study: rationale, method and experience of subjects

1.1 Rationale for the follow up study

The subjects of the quasi experimental study of 1993/4 were tracked and sent retrospective questionnaires in the Spring of 1996, to find out about the long term effects of participation, as were the subjects of the matched reference group of the same study. The questionnaires are presented in Appendix 5.3.

Further details of the subjects can be found in Chapter Three. Response rate among the treatment group was 100% (N = 29) and among the reference group 97% (N = 28)

The major goal of the Partners scheme is to enhance opportunities for people with learning difficulties. In the short term this happens by providing supported access to social and educational activities alongside mainstream peers. The long term goals are more ambitious: it is hoped that the experience of interaction will affect the attitudes and the capabilities of the mainstream students involved so that they become more conscious of the abilities of people with learning difficulties: of their right to inclusion and importantly of the actual steps that can be taken to make it happen for the individuals they meet in their adult lives.

The aim of this part of the study was to evaluate the persistence of attitude changes which resulted from the experience of interaction with people who have learning difficulties, and to track actual behaviour of the ex-volunteers after two years to identify examples of practical ways in which they have supported individuals with learning difficulties.

Open ended questions were used in this study so that respondents had an opportunity to describe outcomes in their own words.

1.2 Contacts with people with learning difficulties made by the respondents while at Richmond Upon Thames College.

Contacts with students who have severe learning difficulties recalled by the subjects of the reference group college were minimal (2 examples remembered by 28 students). These contacts had been made in the shop run by students, and in the college canteen. By definition, all the subjects of the treatment had had substantial contact with their peers who have SLD while at college.

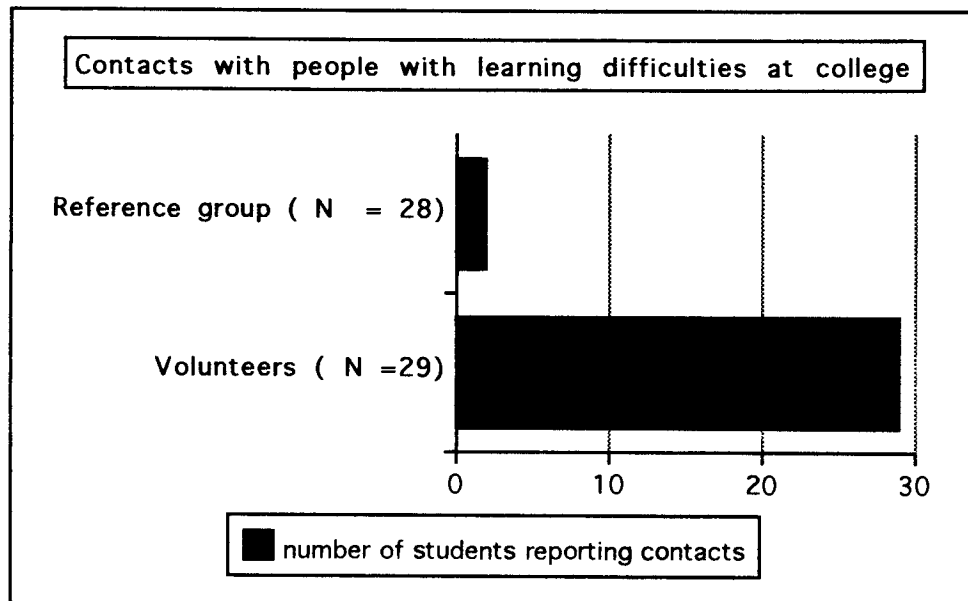


Figure37 Contacts made by subjects of the quasi experimental study while at college

Part two

Contacts with people with learning difficulties

2.1 Occupations of the ex-volunteers and the reference group after two years

OCCUPATION AFTER TWO YEARS									
QUASI EXPERIMENTAL TREATMENT GROUP			MATCHED REFERENCE GROUP						
setting			contact with disability since Partners Scheme						
lesson	leisure	tuition	X	✓			X	✓	
	1	Uni (biochemistry)	1		Uni (biochemistry)		1		
1		Uni (biochemistry)	1		Uni (biochemistry)		1		
1		Uni (French)	1		Gap year (working)		1		
1		Uni (physics)	1		teaching English abroad		1		
	1	Uni (politics/philosophy)	1		Uni (Business)		1		
	1	Uni (chemistry)		1	Uni (medicine)		1		
1		Uni (psychology)		1	AL retakes (RUTC)		1		
1		Uni (law)	1		Uni (history)		1		
	1	Uni (social policy)		1	Uni (philosophy)		1		
1		Uni (art)	1		Art College		1		
	1	HND environmental studies		1	Uni (geology)		1		
		Further Education							
1		AL retakes (not RUTC)	1		Gap year before B.Ed		1		
1		AL retakes (RUTC)		1	mother			1	
	1	AL retakes (RUTC)		1	French exchange		1		
		vocational training							
	1	Occupational therapy		1	mother		1		
1		SEN nursing		1	art foundation		1		
	1	SEN nursing		1	care assistant (older p.		1		
	1	trainee accountant	1		Uni (Business,IT)		1		
	1	GNVQ then teaching		1	working (unspecified)		1		
		Gap year							
1		year out before dentistry (dental nurse)		1	working (unspecified)		1		
1		year out before SEN teaching (nanny)	1		Uni (science)		1		
	1	year out before Uni : volunteer (SEN children)		1	Uni (unspecified)		1		
	1	year off before Uni (SEN residential social worker)		1	year off before Uni - travel and secretarial		1		
1		year out before Uni (USA nursing home, older)	1		Uni (geography)		1		
		employment					1		
1		job in Paris	1		Gap year (unspecified)		1		
	1	nursery nurse	1		work in shop			1	
	1	barman		1	Uni (engineering)		1		
1		p/t care assistant (disability)		1	unknown				
		family							
	1	mother	0	1					
4	7	2 total contacts	12	16					
14	8	7 total respondents		28				28	

Table 23 Occupations of the subjects of the 1993-1994 study, after two years.

2.2 Contacts with people who have learning difficulties since leaving the scheme

Two years after leaving the Partners scheme 16 of the 29 ex-volunteers declared that they had made contact of some kind with people who have learning difficulties whereas of the 28 members of the reference group only 2 cited such contact (Table 23). Neither of these two had met people with learning difficulties while at college.

2.3 Contacts made by subjects of the reference group

One of the contacts was primarily occupational (serving a customer with learning difficulties in a shop), while the other was social in nature, occurring through a mother and baby group.

2.4 Type of contacts made by ex-volunteers

The majority of contacts (11) between ex-volunteers and people who have learning difficulties were related to employment (paid or voluntary) or to training for employment (69% of contacts) while only 5 ex-volunteers mentioned purely social contacts (31%).

Vocational training Four individuals were training in related professions (two specialised nurses; one occupational therapist and one in Health and Social Care (planning to enter teaching). Two had embarked on degrees leading to related employment (psychology and social policy). All these courses included some related field work.

In ..(Partners).. I supported students in the activities of a particular theme, mainly one that had been chosen by the individual. Now I support adults in their integration from the hospital environment to that of the community - this is achieved through various activities uptaken within their particular community eg shopping, pottery, swimming.
female ex volunteer , leisure (aerobics and art), now training for specialised nursing

Employment

3 of 5 who took 'gap' years after A level made contact with people who have learning difficulties through their interim employment (dental nursing, volunteering with SEN children and residential social work) and one further individual was working with older people. Of those in permanent employment, 2

out of four had made contact with people who have learning difficulties: one serving drinks as a barman and the other in her work as a care assistant.

through my work as a dental nurse as we treat many patients from a local hospital who have learning difficulties and problems with communication.
female ex volunteer, lessons with staff (woodwork), now a dental nurse prior to dentistry training

Voluntary work

Three ex-volunteers had taken up other voluntary opportunities to work with people who have learning difficulties since leaving the scheme. One had been on a Mencap holiday as a volunteer (having experienced a residential week as Partner). One worked as a volunteer in a special school in her 'gap' year before University; one helped to run a drama club for adults with SLD and one ex volunteer was planning to join a citizen's advocacy scheme when she finished her art course.

I did six months voluntary work at a special needs playgroup based at Kingston Hospital where I helped with activities for children aged 18 months to 3 years.
female ex volunteer, leisure (sports), now a mother and planning to study at Uni

Social contacts

Two ex-volunteers now studying elsewhere had met peers with some kind of learning difficulty at their current colleges. One student had become a parent and had encountered an infant with a disability. Two of the ex-volunteers were still students at Richmond upon Thames College. Both spoke to students who have learning difficulties they had met through the scheme, incidentally in the canteen and corridors of the college

Contact since ? yes. Socially - I am in contact with someone at college (RHUC) who has Asperger's syndrome.
female ex volunteer, lessons with staff (cafe), now studying psychology at University

Family contacts

One ex volunteer has a twin brother who has Down's Syndrome.

2.5 The relationship between setting and subsequent contact

An analysis was made of the relationship between the type of setting in which interaction has taken place in the Partners Scheme and the type of contact

subsequently made by ex-volunteers.

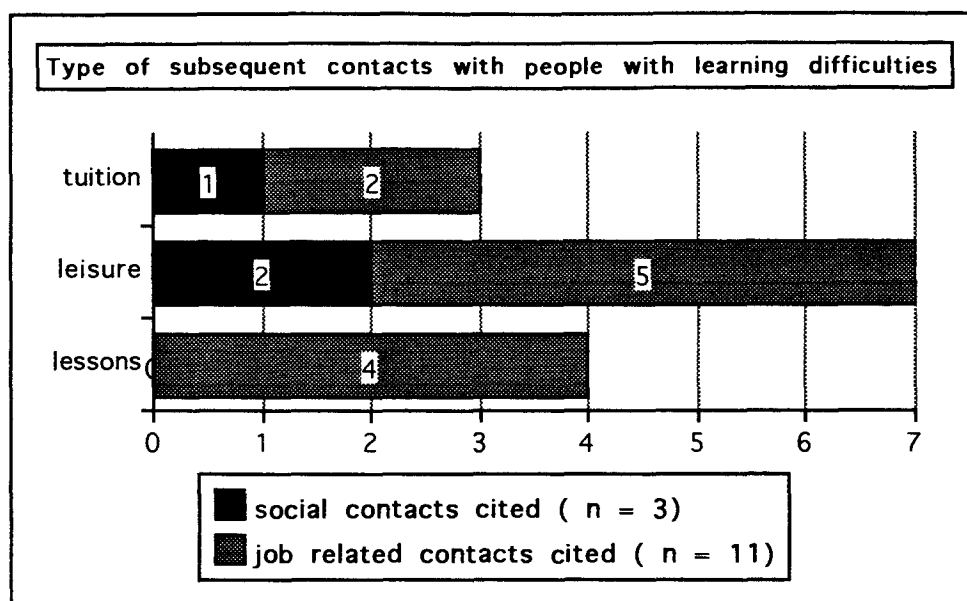


Figure 38 Type of contacts made by subjects of the 1993-1994 study, in the two years since leaving the scheme

For this analysis, responses of ex-volunteers still studying at RUTC were excluded.

87% (7/8) of volunteers who had been involved in leisure activities with the Partners scheme made subsequent contacts with people with learning difficulties. Just under half (43% or 3/7) of those from the tutoring setting had made contact, while only 28% (4/14) of those who took part in lessons with staff had made contact.

While numbers are too small for confidence, further analysis suggests differentiation between the type of subsequent contact and the setting. Contacts made by those previously involved in lessons were purely vocational whereas around a third of contacts made by both 'leisure' and 'tuition' Partners' were cited as social in nature.

Part Three

Behaviour

3.1 The influence of the Partners scheme on behaviour

Many ex-volunteers, having left RUTC and the Partners Scheme, sought to maintain contact with people with learning difficulties. But did the scheme make

a difference ? It is important to find out the extent to which volunteers felt that contacts made in the partners scheme had affected their behaviour.

Some volunteers are likely to have joined the Partners Scheme with longer term goals that may already have included continued plans for a career in the field of disability. (In the 1994-1995 study, 17% of volunteers cited such motives for joining). Their beliefs may have led them to take up further contacts irrespective of the scheme.

Ex-volunteers responses to the questions :

Did the experience of the Partners scheme help you either to get into your current occupation or give you experience that is helpful ? **yes/no**
if yes, please explain

Has the experience of meeting students through the Partners scheme made you do anything different ? **yes/no**
if yes, please explain

were analysed to reveal students' views about ways in which the scheme itself influenced their actions.

3.2 Volunteers whose behaviour was influenced by the experience of the Partners Scheme

Only two ex-volunteers felt that the experience of meeting people with severe learning difficulties through the Partners Scheme had not affected their behaviour in any way. 93% of ex-volunteers felt that their contact with people with learning difficulties through the Partners Scheme had influenced their subsequent behaviour. These effects can be grouped into occupational and interpersonal behaviour and the majority of respondents described effects in both areas. Details of the behaviours described are presented in Appendix 6.1

3.3 Occupational influences

20 ex-volunteers felt that the experience of the Partners scheme had either influenced their choice of occupation or had aided their applications for employment or training in their chosen career. Some respondents cited more than one type of influence on their occupation. Occupational influences are cited below.

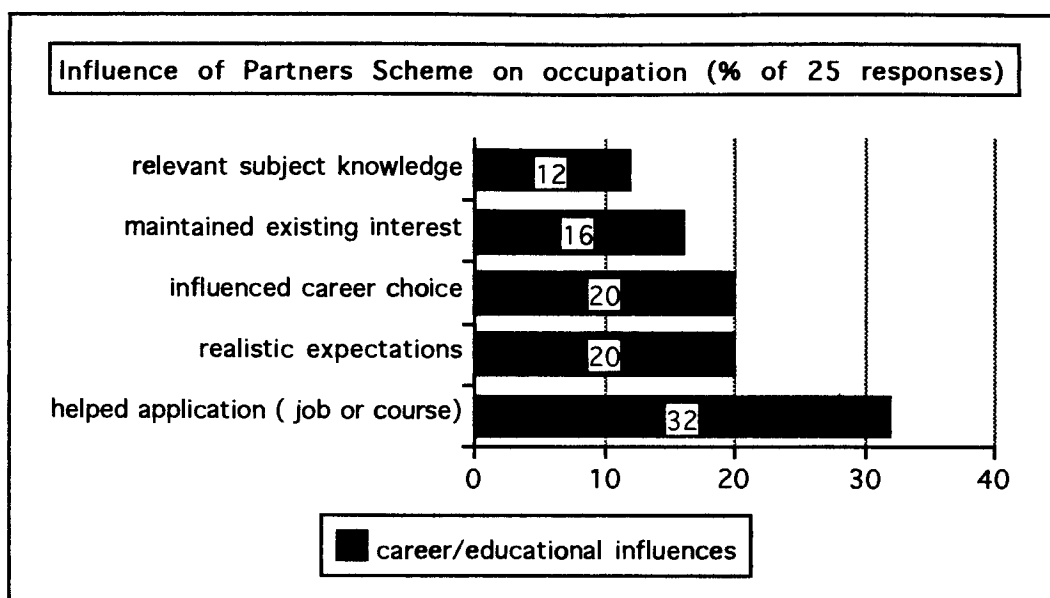


Figure 39a Ways in which the experience of the Partners scheme influenced the occupations of ex-volunteers 1993-1994

Choice of career

5 students felt that the scheme had influenced them in choosing to work with people who have learning difficulties as a career.

' I don't think I would have thought about working with them if I hadn't done the Partners Scheme.. "Partners" was the first time I had worked with people with disabilities and I really enjoyed it. It made me really interested in working in that environment with those clients. I plan to take psychology at University '
female volunteer, snooker, now working as a volunteer with SEN children.

These volunteers were particularly articulate and almost evangelical in their enthusiasm for a career working with people who have disabilities.

Being in the Partners Scheme at Richmond helped me to decide on my present course and future career direction. I enjoyed the Partners Scheme so much that later on after doing my 'A' levels I realised that, that was a major deciding factor of my future career. Had I not been involved in Partners I probably wouldn't have even considered my present course as an option. At present I am considering teaching children with Severe Learning Difficulties, but am undecided.
female volunteer, sports, now taking a GNVQ in Health and Social Care (not at RUTC)

Other related careers influenced by the Partners experience included specialised nursing, care work and SEN teaching.

Applications for work

Eight volunteers had used the experience to good effect in their applications for

work or higher education, or had discussed the experience at interview. Six of these applications related to work with people who have disabilities.

The agency that employs me were glad to hear I have had experience of this kind.
female volunteer, sports, now a care worker

Two of these volunteers found the experience to be unexpectedly helpful.

When going for my present job as a dental nurse and when having an interview for dentistry the interviewer asked me about the scheme and seemed very interested in it.
female volunteer, lessons with staff (woodwork), now a dental nurse prior to dental training

This volunteer uses her experience to supporting dental patients who have learning difficulties, from a local hospital.

One volunteer found that his experience impressed his interviewers for an Oxbridge law degree.

Useful experience

Eight volunteers felt that the Partners scheme had given them experience that was useful to them in their current work or training; in terms of subject knowledge and / or a realistic understanding of the job. The two specialised nurse - both training to work with people with learning difficulties - found it particularly relevant :

It gave me vital experience for my present course and enabled me to have some knowledge of what to expect on the course.
male volunteer, leisure (lunch), now training to be a specialised nurse

Students of psychology and social policy found the experience relevant to the content of their courses and felt that it had reinforced existing interest in working in the field.

Doing the partners scheme maintained my interest in working with young people with special needs. To some extent my course does cover people (esp children) with learning difficulties ; it has involved studying things like Down's syndrome, brain damage etc.

female volunteer, lessons with staff (cafe), now studying psychology at University

Ex-volunteers also found the experience to be useful in their subsequent work in childcare and caring for older people, giving them generic skills.

3.4 Volunteers whose occupational behaviour was not influenced

Nine students said that the experience of being in the scheme itself had not influenced or affected their subsequent occupation.

BEHAVIOUR OF QUASI EXPERIMENTAL COHORT after two years				experience of
Ex-volunteers who felt that their experience of the Partners scheme				disability prior
did not affect their occupation	SETTING			to Partners
	lessons	leisure	tuition	
OCCUPATION	N/14	N/8	N/7	
occupational therapist			1	yes
SEN volunteer		1		yes
Uni : physics	1			no
Uni : French	1			no
Uni: biochemistry	1			no
Uni : biochemistry		1		no
A level retakes	1			no
A level retakes	1			yes
Uni: politics/philosophy			1	no
	5	2	2	

Table 24 Summary of occupations of volunteers whose choice of occupation was not affected by the experience of the Partners Scheme

Of these nine, two were still studying at RUTC and had not yet embarked on their subsequent careers. Five were at University studying sciences with no connection with the field of disability. Of these ex-volunteers only one, who was still studying for A Levels, had had previous experience of disability before joining the Partners scheme. This volunteer expressed an interest in becoming involved again in the future, should the opportunity arise.

' I wanted to join the Scheme to "learn" about people who had learning difficulties and I wanted to be in a position where I could be of some "help" to normal people who are a little slow in learning. I never have considered an occupation in this field though. '

female volunteer, tuition (French), now studying biochemistry

The other two students had maintained contact with the field: one in training as an occupational therapist and one as a volunteer with people who have learning difficulties. These two had both entered the Partners scheme with the intention of working with such a clientele on leaving college having had experience of interacting with people with learning difficulties before joining the scheme.

While these nine ex-volunteers found no occupational influences, seven of them did cite interpersonal and attitudinal effects attributable to the experience.

3.5 Interpersonal Effects

Few ex-volunteers maintained predominantly social contacts with people with learning difficulties but 16 ex-volunteers (55% of the sample) described ways in which their interpersonal skills had been improved by the experience of interacting with them. Of these comments, 56% related to ways of dealing with people of diverse abilities, and 44% related more specifically to communication skills.

Dealings with people

9 ex-volunteers described ways in which they have behaved in more relaxed and informed ways towards people with diverse abilities in the community, in their lives since leaving the Partners Scheme. People now in a variety of occupations mentioned increased confidence in dealing with the public and dealing better with all kinds of people. Some of the comments relate specifically towards people with learning difficulties:

I don't feel embarrassed or awkward when I meet people with learning difficulties. I will always be friendly and helpful (if help is needed) but I think it's important not to treat people with learning difficulties as if they're incompetent or stupid. I would never stare at or ignore someone as I might have done before.

female volunteer, lessons with staff (cafe), now studying psychology

Others felt that the experience had made them better able to deal with individuals who need support for other reasons.

The people here have not got learning difficulties but it perhaps helped me to be more open-minded and not undermine the abilities of people who are disabled in any way... I think it has contributed to how I am with the people I'm working with now. You can so easily treat them differently, when you don't know them, or understand them.

female volunteer, lessons with staff (cafe) now working in the USA with older people

Communication

Improved communication was mentioned by 7 of the ex-volunteers. They described ways in which they now feel able to speak to people of diverse abilities with less anxiety or misunderstanding.

It made me more of a communicator to people I might have once been afraid of.

male volunteer, computing, now a barman

...even if it's hard to communicate with some people who have learning difficulties at

first, that once you get to know them you can see that these people have their own personalities and sense of humour just like anyone else.

female volunteer, lessons with staff (cooking) now studying French

Ex-volunteers also felt that they used specific skills developed during their interaction with people who have learning difficulties such as listening skills and perseverance in communication

It helped me in my job, taking time listening to the public... it helped me explain things in a different way.

female volunteer, lessons with staff (cafe), now working in Paris

3.6 The Influence of setting on subsequent behaviour

Data was sorted by setting, and analysed to show the % of responses made by ex-volunteers in each setting.

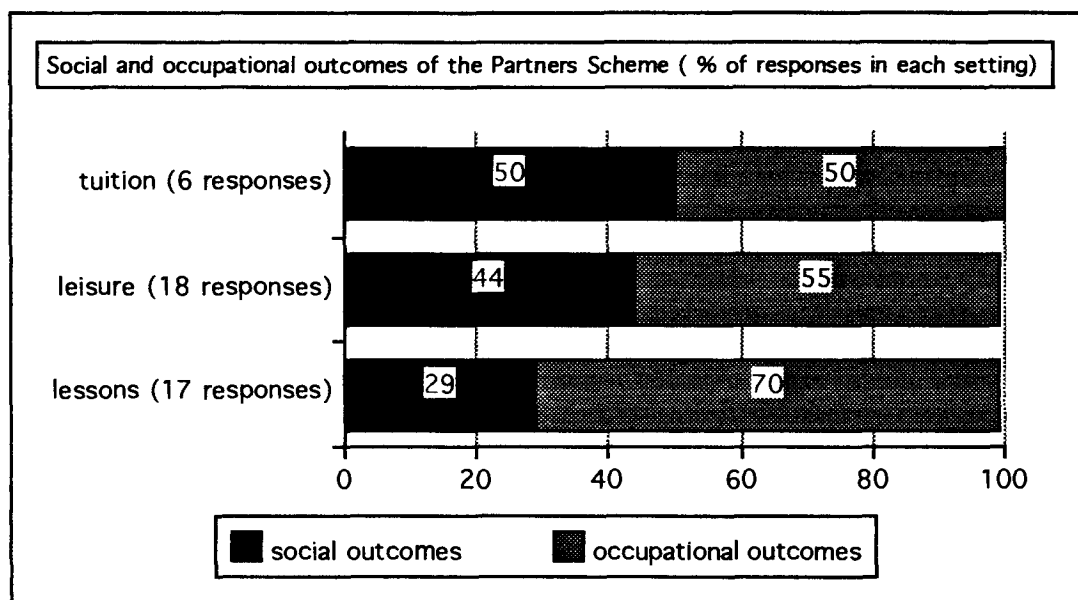


Figure 39b Ways in which the Partners scheme influenced social and occupational outcomes (organised by setting).

Ex-volunteers of the leisure setting were most likely to report effects on subsequent behaviour and those from the tuition setting reported the least. All leisure volunteers felt that both their interpersonal and occupational behaviour had been influenced - for some volunteers in more than one way. 8 references to improved interpersonal skills and 10 references to occupational influences were made by the 8 ex leisure volunteers. There was greater differentiation among effects attributed by former volunteers in lessons with staff; a majority of references made by ex-volunteers in this setting (12 references by 14 respondents) cited ways in which the experience had influenced their

subsequent occupation while interpersonal effects were mentioned in about a third of responses (5 references by 14 respondents). Students who had been individual tutors in the scheme mentioned equal proportions of interpersonal and occupational influences (3 references to each were made by 7 ex-volunteers).

3.7 Behaviour of the reference group

Subjects of the reference group, most of whom had had no contact with people who have learning difficulties while at RUTC, declared only two contacts with people with learning difficulties since leaving college. Answers to most of the questions they were asked revealed no influences on their feelings or behaviour during or subsequent to their time at college.

Reference subjects were asked whether they felt that their views or behaviour towards people with learning difficulties might have changed if they had been a volunteer while you were at college. Seven subjects responded to this question.

REFERENCE GROUP		
Potential influences of interaction		
	more confident	4
	not just smiling	1
	greater awareness	2
		7

Table 25 Ways in which non volunteers felt they might have been influenced by interaction with people with learning difficulties if they had joined the Partners Scheme

While the majority of respondents of the reference group declared no connections with disability, several were able to reflect on that fact and acknowledge that the experience of Partners would have brought the whole issue of disability into their realm of experience.

It's difficult to say, perhaps if I had been a volunteer it might have made me more aware of their situations. I've never really had that much contact with people with learning difficulties so I don't know a great deal about it. Perhaps that would have been different if I had been a volunteer.

reference subject, now teaching English in Hungary

Four of the reference subjects felt that interaction with people who have learning difficulties would have made them more confident about relating to such people.

I feel I would have become more aware of the disadvantages they face in everyday situations that I would normally take for granted and in future would have felt more confident around them

reference subject, now studying business information technology at University

Several respondents who had considered the issues made the point that they already held positive views towards people with disabilities but may have benefited from the experience of actual interaction.

I don't really think that my feelings would have changed as I do not think that people with learning difficulties are any different to those without...so I wouldn't have changed in my opinion or views, but probably in my confidence towards people with learning difficulties. It's hard without experience to be natural and confident when you're not sure what may happen.

reference subject, not at University (unspecified)

Part Four

Persistence of attitude change

Respondents' answers to the question below were analysed to identify whether changes in attitudes to disability persisted over time.

- * Did taking part in the Partners scheme change the way you feel about people with learning difficulties'

and

- * We hope that meeting people through the Partners scheme has made you more welcoming of the integration of people with learning difficulties in social, educational or work environments.

Please comment on whether this feel true for you

- * Please give details of any practical ways you have supported, or plan to support students in their integration

4.1 Attitudes towards people with learning difficulties after two years.

29 ex-volunteers made 40 references to changes in their attitudes towards people with learning difficulties. (Appendix 6.2)

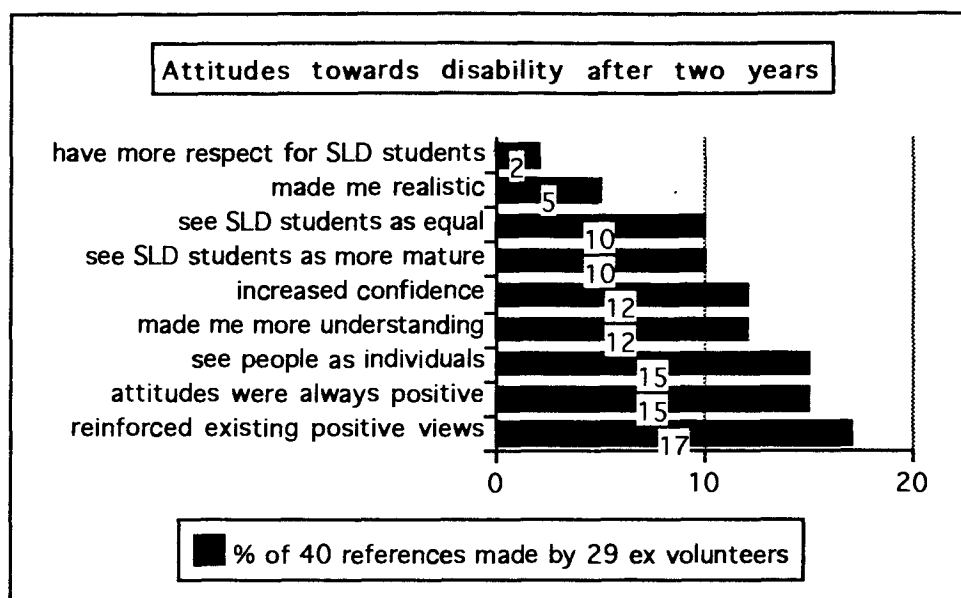


Figure 40 References to the effect of the Partners scheme on attitudes towards people who have learning difficulties. Responses from volunteers of the 1993-1994, two years after leaving the scheme.

No ex-volunteers felt that their attitudes had become less positive as a result of the experience.

Fifteen respondents made the point that they had already developed positive attitudes towards people with learning difficulties before joining the scheme. Of these, six felt that these feelings had not changed as a result of the Partners Scheme whereas seven did feel that the experience had reinforced these feelings.

Having done activities and voluntary work with people with learning difficulties since I was about 13 years old, I was already comfortable with them. Partners maintained that.

female volunteer, lessons with staff (cafe) now studying psychology

Seven ex-volunteers felt that they were now more aware of people with learning difficulties and more understanding of the issues facing them. Two described how their understanding was realistic, rather than misconceived.

It helped me understand the real problems facing disabled - I formed some great friendships, helped me to treat learning difficulties with no prejudice or misconceptions.

male volunteer, leisure setting, now a nurse

This increased awareness and understanding allowed respondents to perceive the people with learning difficulties they met through the scheme as individuals with individual personalities - a fact referred to in 5 responses.

In lots of ways it's quite common to feel distanced from people with learning difficulties - you don't know what to say or how to behave so mainly you don't come

into contact at all - I think I now appreciate that people with learning difficulties are active, lively people - members of our community, and are as approachable as anyone else. That's the first step and I think it's very important.

female volunteer, tuition (computing) now at Uni (politics and philosophy)

Seeing people with learning difficulties as individuals resulted in increased perceptions of equality and maturity.

Before I worked in Partners, I think I regarded people with learning difficulties as a different people. Not in a bad way, I just didn't know about them. But they feel just as everyone does, and should be treated the same.

female volunteer, lessons with staff (cafe), now working with older people in the USA

Respondents felt much more confident and positive about approaching and interacting with people who have learning difficulties.

Before, I felt scared and embarrassed when I saw people with learning difficulties, but having worked as a Partner I feel more confident... I've gained confidence when talking to people with learning difficulties

female volunteer, lessons with staff (literacy) , now retaking A levels

4.2 The influence of setting

Analysis of data revealed little differentiation between settings for this data.

4.3 Attitudes towards integration

When presented with the statement

- * We hope that meeting people through the Partners scheme has made you more welcoming of the integration of people with learning difficulties in social, educational or work environments.

Please comment on whether this feel true for you

all respondents agreed and many added more detailed comments. In all, 36 references were made to attitudes towards integration. These are presented in Appendix 6.3 and summarised in Figure 41, below.

Ex-volunteers' responses to the statement above were grouped into three factors : statements of underlying principle concerning integration; examples of personal enlightenment and comments on skill related outcomes.

Three areas emerged in which ex-volunteers felt that their attitudes towards integration had developed as a result of the Partners scheme. (Appendix 6.5). They are the development of principles about integration, increased understanding about the issues and the development of skills to make it

happen.

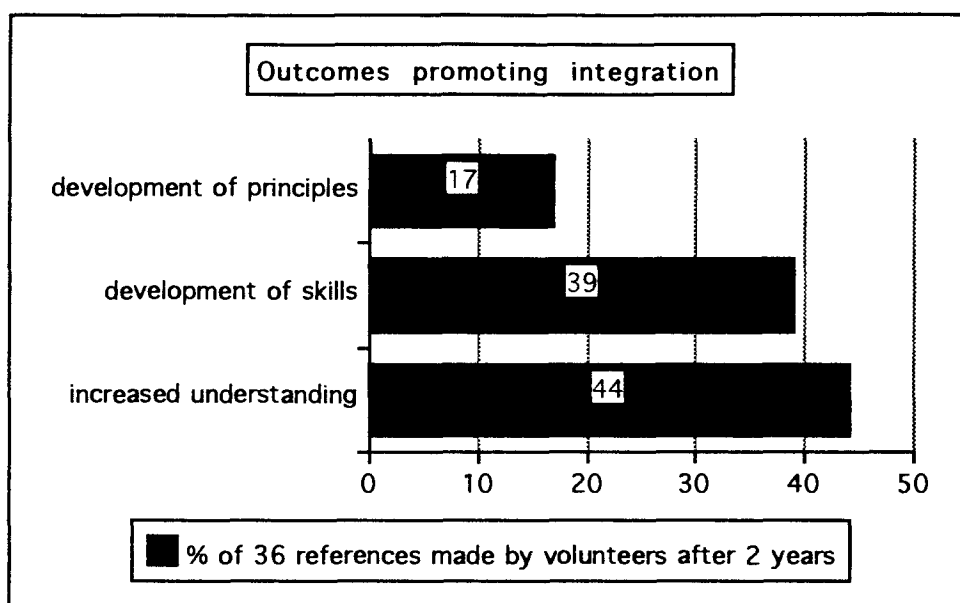


Figure 41 Responses from volunteers of the 1993-1994, two years after leaving the scheme.

Six respondents (21% of ex-volunteers) commented on underlying principles behind integration:

... the fact (is) that everybody all someday end up in the same place, black white, boy, girl. There should be no discrimination. There is always something somebody can do

female volunteer, tuition (computers), now training as an accountant

They felt a crusading zeal that the integration of people with learning difficulties should be promoted more widely:

The sooner full integration take s place the sooner real problems can be addressed and overcome. Half the problem of disabled people is others' misconceptions and attitudes.

male volunteer, leisure (lunch), now training to be a specialised nurse

Comments were made about the importance of changing others' attitudes:

I am all for integration, however from speaking to some people and friends, I've been told that they don't see why people with learning difficulties should be around them. This is because they are hard to communicate with and special schools can help them more. So maybe one suggestion I can make is to make people around even more aware of what your aims are.

female volunteer, lessons with staff (cafe), now part time carer and student

and promoting the skills needed to make change happen:

We are all different - on many levels; but in the end we are all people. At (University) there are many people from different cultures, backgrounds, views. It is imperative

for people to learn and develop skills to inter-relate
female volunteer, tuition (reading) now studying chemistry at Uni

Sixteen ex-volunteers (55%) commented on ways in which they now have a greater understanding of what is possible. They all commented on the 'do-ability' of practical integration. Three commented on ways in which they now saw people with learning difficulties as more capable than previously.

The experience made me more aware of the capabilities of people with learning difficulties and more aware of them as loving, funny interesting individuals rather than a group of people to help and feel sorry for
female volunteer, lessons with staff (cafe) now studying psychology at Uni

The experience enabled individuals to reflect on the different types of integration. One student realised for the first time what educational possibilities could be made available to college students who have learning difficulties:

Although I have never been negative towards those in the community with learning difficulties, my view of the education available has been dramatically changed as before Partners I didn't realise the range of experiences and academic lessons that actually took place - and now I can see many more colleges and schools accepting students who have learning difficulties to their institutes.
female volunteer, leisure (badminton), now studying GNVQ Health and Social care at a local college

whereas for another student the experience had highlighted the difficulty of full educational integration and led her to advocate social integration as a step towards greater community involvement.

I feel that integration is social and work environments as very good. However where education is concerned integration is difficult as people with learning difficulties need greater time and attention which I feel cannot be achieved in normal mixed classes. I feel that at Richmond College the balance is right and integration occurs in the right places. To support students in their integration in social events which are fun is the best way to start successful integration with a social and working environment
female volunteer, lessons with staff (woodwork) now dental nurse before studying dentistry at Uni

14 out of 29 respondents commented on ways in which the scheme had made integration easier for those involved by increasing motivation and creating friendships for the volunteers and - on behalf of the students who have learning difficulties - commenting on ways in which they had developed skills through the scheme.

It has helped the students be more open and talk to me
female volunteer, leisure (lunch), now at Uni studying environmental studies

4.4 The influence of settings

Ex-volunteers' reflections on the extent to which they felt that the experience of the Partners scheme had made them more welcoming of integration were organised to show differentiation between settings.

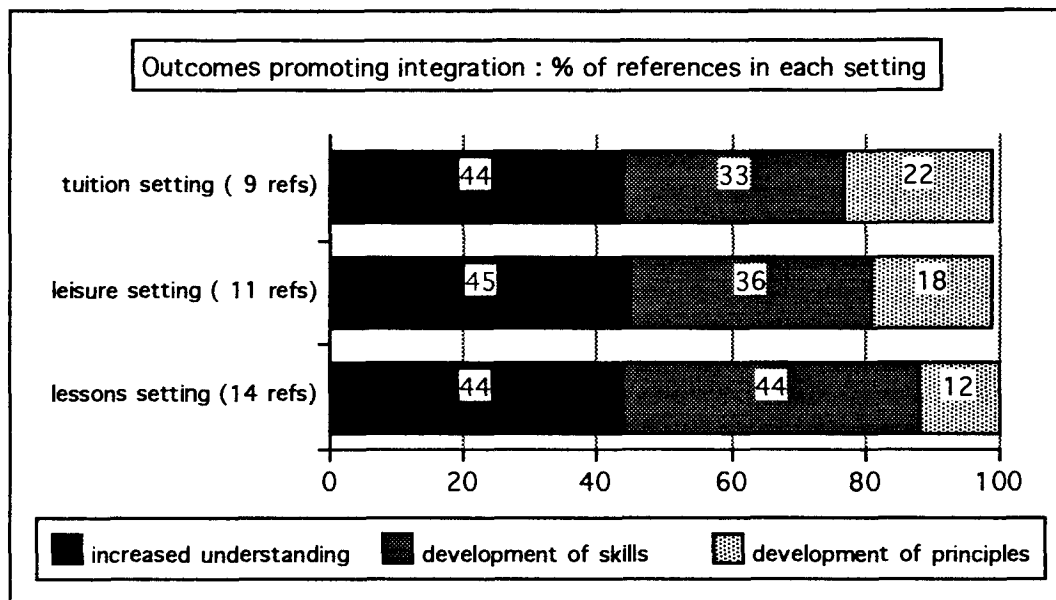


Figure 42 Outcomes promoting integration.

The lessons setting promoted both understanding and practical skills whereas more references were made to increased understanding than to skill development in each of the other two settings. Volunteers of the tuition setting made a higher proportion of references to anti discriminatory practices than the others but major differences were not observed between settings.

Differences between settings assume more importance in the analysis of behavioural outcomes, addressed in the next section.

4.5 Practical ways of supporting integration

Volunteers were asked to:

Please give details of any practical ways you have supported, or intend support people with learning difficulties in their integration

11 ex-volunteers stated that they had had no opportunity to make further contact, although most expressed a willingness to do so. 21 references were made by the remaining 18 ex-volunteers. They were sorted into 4 factors.

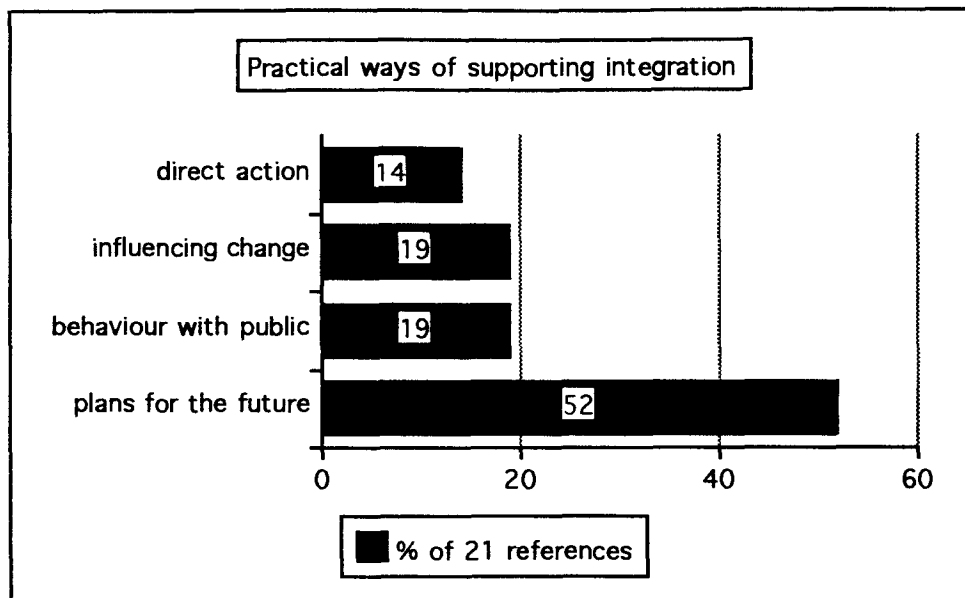


Figure 43 Practical ways in which ex-volunteers have supported integration for people with learning difficulties in the two years since leaving the scheme

18 of the 29 subjects (62 %) mentioned specific practical ways in which they supported, or intended to support integration for people with learning difficulties in social, educational or work environments. All of the other respondents cited lack of opportunity as a reason for their inactivity.

Four respondents cited ways in which they felt that their positive attitudes had influenced their behaviour by making them more thoughtful and welcoming to people with learning difficulties in incidental contacts in the community.

Of these, three respondents had already taken direct action by working specifically to support integration. Two were training as nurses for people with severe learning difficulties.

In (the Partners scheme), I supported students in activities of a particular theme, mainly ones that had been chosen by the individual. Now I support adults in their integration from the hospital environment into that of the community. This is achieved through various activities uptaken within their particular community, e.g. shopping, pottery, swimming.

female volunteer, art workshop, now training as a nurse specialising in the field of learning difficulties

One ex-volunteer had campaigned at his university on a platform of equal opportunities for all:

People need to feel comfortable with the environment they're in; safe, and they should expect no less. A major issue in my campaign for student union office this year was based on just that. Increasing student participation and feelings of involvement. The message is filtering across, and though I didn't

win this year have got the message across to some extent.
Male volunteer, tuition (basic skills), now studying chemistry at Uni

Three ex-volunteers had tried to influence others in increasing opportunities for integration. One had suggested some kind of disability awareness training because:

...I think students without disabilities should be educated about disabled students to help them accept them into the college environment because I saw students laughing etc when we walked past because they don't understand.
male volunteer, leisure (weights), now a residential social worker in his gap year before Uni.

One, now studying at another tertiary college, felt that a similar scheme should be started there.

I will attempt to suggest a similar scheme to the Partners scheme to be introduced to (x) college, as the students are mostly situated at (x) site, half a mile away from the main college building, so they do not really get a proper chance of integrating with other students.

female volunteer, leisure (badminton), now GNVQ Health and Social Care at local FE college

One student training in the workplace had promoted work experience opportunities.

In my place of work I have suggested about some form of work experience in many jobs so that people with learning difficulties can train with certain skills
male volunteer, tuition (computing), now training as an accountant

Eleven ex-volunteers had specific plans which they felt would promote integration in the future - in education (as a teacher); in leisure (in youth work) or in a volunteering capacity. Of the six who intended to take up a similar opportunity if they could, three actually asked to return to the Partners scheme itself when they returned to the area after University. Two intend to join the citizens advocacy alliance to offer support to a person with learning difficulties in the community.

4.6 The influence of setting

Data was organised to show the effect of setting.

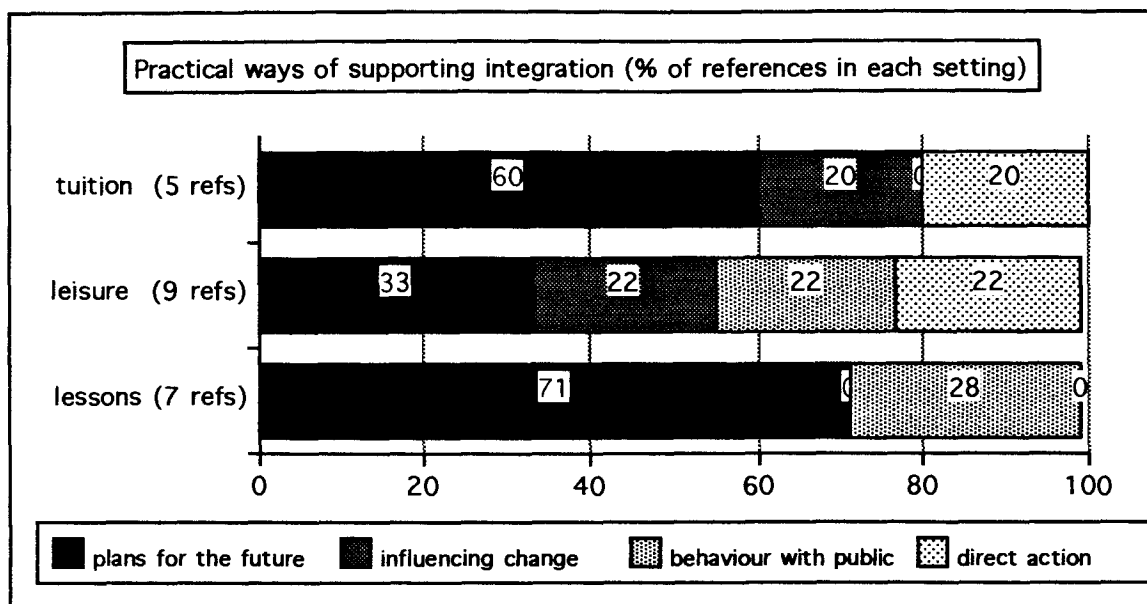


Figure 44 Ex-volunteers' examples of practical ways in which they have supported, or intend to support, people with learning difficulties in their integration. Data is organised to show the percentage of comments made in each factor and setting.

Differentiation between settings was noted in the practical outcomes cited by ex-volunteers in their support of integration.

Leisure

All of the eight ex-leisure volunteers had found opportunities for practical action or had planned for them compared with five of the seven ex tutors and only seven of the fourteen ex-volunteers who had worked in lessons .

They cited examples across the range of behavioural outcomes including both immediate and planned contact and included the two individuals engaged in relevant professional training in the field.

Tuition

Individual tutors were less likely to have been involved in direct contact with people with disabilities but had been influential in proposing change and in planning for longer term contact. One ex tutor had used the experience in his student union campaign and two had made suggestions for inclusion at college or work. None had interacted directly with people with learning difficulties in the community but two were planning for future involvement.

Lessons

Volunteers who had been involved in lessons cited future plans as the most practical outcomes of the scheme and were particularly interested in

volunteering again although none had been directly involved yet or had influenced change. Two felt that they had become more welcoming of people with learning difficulties in incidental contacts in the community.

Part Five

Discussion

The opportunity for incidental social contact with people with learning difficulties in our society is very limited. The low incidence of reported social contacts between ex-volunteers and people with learning difficulties, compared with opportunities for professional dealings, reflects that fact. While a great willingness for continued contact exists among ex-volunteers - as demonstrated by the fact that almost half of all ex-volunteers had managed to make continued contact of some kind with people with learning difficulties - the majority of contacts made were vocational.

Ex-volunteers who enjoyed interacting with their peers who have severe learning difficulties and found the experience worthwhile are most likely to seek continued contact through employment. The data demonstrates a commitment by a third of ex-volunteers to employment with this group while 2 others have welcomed incidental contacts made through work. The three social contacts made did not arise through design but were the result of occupational opportunities, illustrating the point that social relationships can only be fostered if the opportunities arise. The balance between social and vocational outcomes of the scheme cannot therefore be attributed to the effect of the various settings.

The practical ways of supporting integration outcomes described by ex-volunteers should be seen alongside the social and occupational influences summarised earlier in the chapter. Looking at the results of both analyses volunteers of the leisure setting mentioned the greatest number of practical contacts with people with disabilities, as well as the most social and occupational influences. They appeared to have taken opportunities for contact as they arose as well as planning for professional training and the promotion of future contacts.

While the numbers involved are small, the data does suggest that volunteers who had taken part in leisure activities were very likely to persist in maintaining

contact with people who have learning difficulties.

The Partners Scheme appears to have had an important influence on both the the occupations and the interpersonal skills of ex-volunteers. While the experience had changed the career path of only 5 of the 29 subjects, the majority had found the experience of benefit to them in their entry to, or development of skills for employment. At the time of asking most of the ex-volunteers were in the early stages of their careers; some had entered training, some were in the early years of employment and several were about to go to University after a year out of education. The actual occupations of these young adults showed clear evidence of a long term effect of the experience, which was likely to persist in terms of their eventual occupations.

The interpersonal influences cited by over half of respondents also appear to be rooted in established behaviour. It appears that ex volunteers' experimentation with ways of communicating with people with learning difficulties and their sometimes unexpected enjoyment of the process may have given them skills and attitudes that have affected the way in which they relate to others. They feel that they can be more understanding of difference and better able to communicate successfully in potentially difficult situations.

CHAPTER SEVEN

THE QUALITATIVE STUDY 1994-1995

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CHAPTER SEVEN THE QUALITATIVE STUDY 1994-1995

Part One

Enrolment and retention

1.1 Enrolment data

54 volunteers joined the Partners Scheme during the academic year 1994-1995 and maintained the commitment for more than one month (or four sessions). These volunteers are described in Chapter 5, Methodology of the Qualitative Studies.

The majority of volunteers enrol during the Autumn term. Numbers decrease during the Spring and Summer terms. The scheme is characterised by a shifting population as volunteers leave and are replaced by others. Specific details of the patterns of enrolment and retention can be found in Appendix 7.1.

1.2 Reasons for leaving the scheme

Volunteers enrol with the intention of making a commitment for the remainder of the academic year in which they join, but with the stated proviso that flexibility is possible; students may not know the extent of course commitments to come and may need study time around exams or key course work dates. Similarly, interruptions may arise from learning support constraints - such as work experience - or from medical or social issues from either party. Volunteers agree to give adequate notice of any changes to attendance patterns. Realistically, the minimum effective period for volunteering is one term or three months and the scheme is designed to allow for recruitment throughout the year. Reasons for leaving, given by volunteers who left the scheme before the end of the academic year, are summarised below and include natural endings after substantial service as well as problems. Problems are described in more detail in part 9 of this chapter.

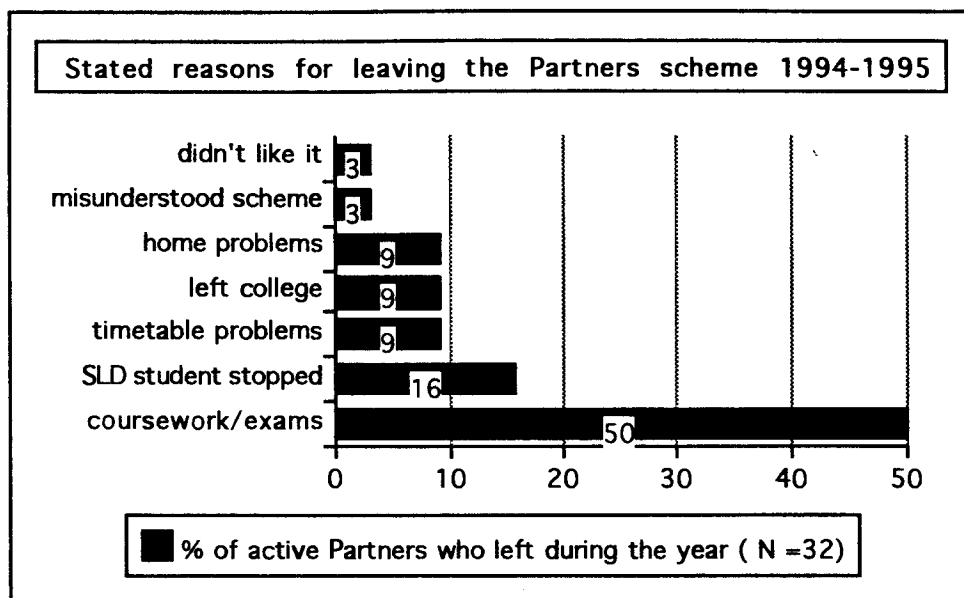


Figure 45 Reasons given by volunteers for leaving the Partners Scheme, 1994 -1995

The major reason cited for leaving the scheme was pressure of work. This related not just to exams, but to course work assignments. While it is recognised that students may cite this 'fault free' reason for leaving - concealing other problems - patterns of enrolment are consistent with this explanation. Students tend to leave or take a break either at the end of the Autumn term, before mock exams, and/or in the summer term when the real exams take place.

There were five cases in which the SLD student ended the relationship. One SLD student decided that one term of aerobics was enough; in one case a student left the college for another provision; one student had an ongoing health issue which meant that he could not maintain the commitment; one student took extended leave to stay in another country and one relationship was affected by personality issues.

22 volunteers were still actively involved at the end of the college year in July.

Non starters

Each year, some students apply to join the scheme but never effectively become volunteers. These students are not included in the data above or elsewhere in the study. During 1994-1995 there were 14 students who either did not start or left within one month (four sessions).

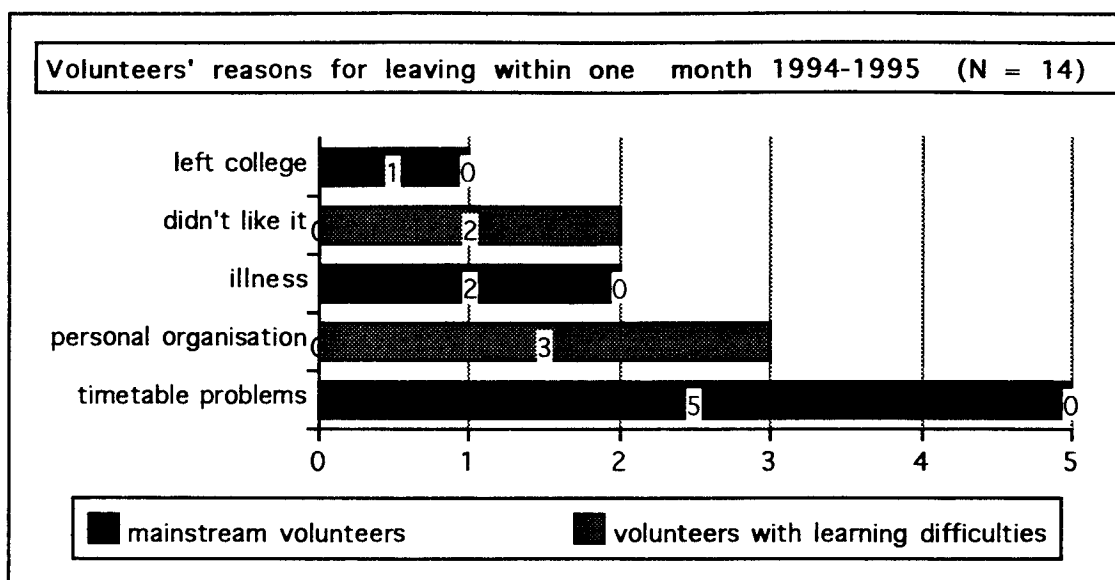


Figure 46 Volunteers who left the scheme within one month of starting: stated reasons for leaving the scheme.

The data is organised to show reasons cited by student volunteers who have moderate learning difficulties and those without and demonstrate clear differences. The most frequently cited problem for mainstream students was with timetabling. The six students who cited timetable problems all enrolled very early in the year - mostly on their first day at college. Each dropped out of the scheme after finding either that they were unable to attend their negotiated session because of timetable changes, or having decided to increase timetabled hours by taking up another examined subject. Two students left because of illness: one with an immune deficiency that meant that she was advised to limit the range of contacts she made and another with mental health problems that led organisers of the scheme to reject him from the scheme because of safety issues. The two students who left the college completely both left to take up employment.

For students who have learning difficulties the issues were more complex. Three students simply found themselves unable to turn up for sessions because of poor personal organisation and memory and decided to lapse from the scheme. The students who said that they did not like it, included one young man who said it was boring and a young woman who decided that she would rather ask for a partner for herself than be a volunteer having found the activities too challenging.

1.3 The influence of activities on retention

Data for volunteers who left the scheme within a month and for those volunteers who maintained their commitment throughout the academic year were sorted to show the settings within which their interaction took place (or was due to take place). A comparison of data for both groups is presented below in Figure 47.

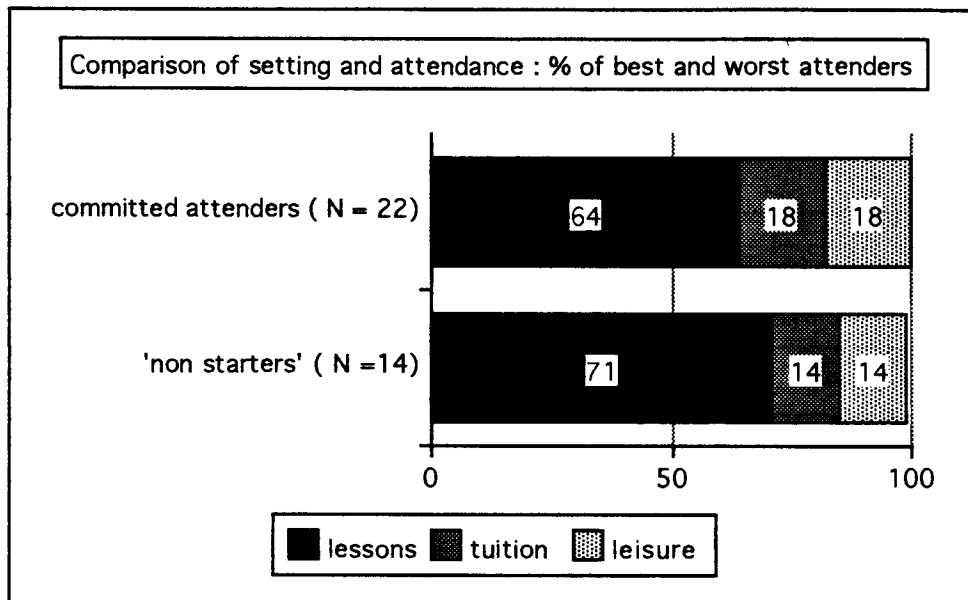


Figure 47 Comparison of settings between volunteers who left within a month (worst attenders) and those who continued to the end of the academic year (best attenders)

While the majority of non-starters had proposed to join lessons with staff, this quantity is proportionate to the balance of activities across the scheme (52% of all Partners activities in 94/5 were of this setting). Drop outs from the tuition setting were also proportional (20% of all volunteers were of the tuition setting). The leisure setting produced fewer drop outs than expected (14% in comparison with 28% of volunteers in this setting altogether). Numbers here are too small to draw significant conclusions.

Part Two

Motivation

The Partners scheme is advertised widely at Richmond upon Thames College, and promoted by tutors across all courses, who inevitably mention the advantages to students in terms of references for University application and of relevance to certain types of employment. The hours that students commit to the scheme form part of their college timetable alongside examined subjects. Literature promoting the scheme emphasises its ethos, the enjoyability of the activities and the contrast with other college commitments.

2.1 Self regulation

While the scheme is genuinely voluntary and no student is required to join, it is marketed as a socially sanctioned activity and students are presented with a variety of reasons for joining. It is likely that student volunteers are influenced by extrinsic motives associated with rewards that may range from approval by peers or lecturers to work experience - as well as joining for more intrinsically motivated reasons of personal interest or ideals. Of importance in this study is the effect of self regulation (Deci and Ryan, 1994) on success in the scheme, most specifically on retention. This theory proposes that there are four types of extrinsic regulation: external, introjected, identified and integrated. These are described in detail in Chapter Two, Section Two.

2.2 Reasons for joining the Partners Scheme

Students' reasons for joining the scheme were recorded at enrolment.

Enrolment forms included the question 'Why would you like to join the Partners Scheme ?'

and volunteers had an opportunity to enlarge on their answer at the enrolment interview. This data, together with other references to motivation made during subsequent interviews, was sorted into four factors and ordered along the continuum from extrinsic to more intrinsic forms of self regulation. Details of each students' reasons for joining are presented in Appendix 7.2.

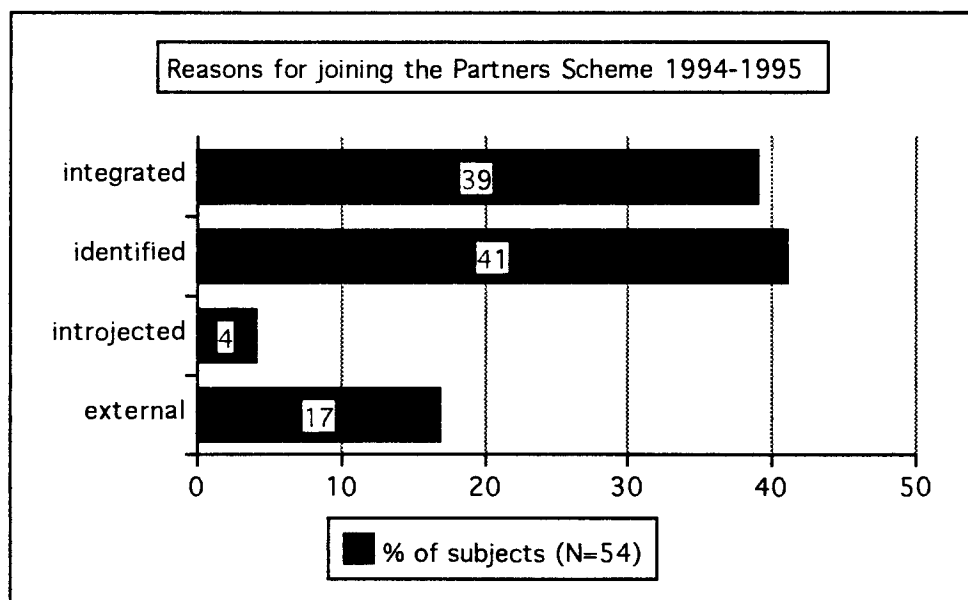


Figure 48 Reasons for joining the Partners scheme (1994 - 1995)

The data clearly shows that the majority of students (80%) cited reasons for

joining that are closest to intrinsic styles of self regulation: they had chosen to take part because they were interested and felt the scheme to be worthwhile. Students who mentioned reasons for joining that fell within integrated self regulation were motivated by the desire to get involved with the activities and to make friends.

Q Why would you like to join the Partners Scheme ?

A To get to meet more people at college and as the scheme sounds interesting.
female volunteer, lessons with staff (music) and lunchtime club , parent is SEN teacher

Students' responses that demonstrated identified regulation included examples of students putting ideals into action - acting on personal beliefs that had been thought through. This could include breaking down perceived attitudinal barriers :

" I just wanted to join because I felt that it would give me a greater understanding of why they were like what I perceived them to be, because they seemed to me to be very disturbing and just shadowed out of the college life. I thought if I actually knew why they were like that then it would hopefully try and integrate both sides with each other instead of being separate."

male volunteer, lessons with staff (campcraft), parent SEN lecturer

or could relate to increasing opportunities:

It seems to me important to help those with learning difficulties to access the maximum that the college has to offer

male volunteer, tuition (computing), no previous experience

Volunteers demonstrating identified regulation described the importance of helping others not because they 'ought to' but because of the personal satisfaction to be gained from enabling others to achieve their goals:

I don't go looking for it, but if it's there and so many people need help nowadays, in one way or another, then, shall we say, it gives me satisfaction that I have helped somebody in one sense or another.

female volunteer, tuition (computing), no previous experience

:

Only 21% of volunteers mentioned reasons for joining that were associated with more external styles of self regulation; they had either a particular reward in mind - either overtly extrinsic or to do with social approval.

Helping was the reason cited by the two volunteers whose responses demonstrated an introjected style of self regulation. Their responses contrasted with those described as identified (above) because rather than wanting to help because of personal satisfaction, these students felt that one 'ought to help the

handicapped '.

I feel we should all help those less fortunate than ourselves
female volunteer, lessons with staff (cafe)

Almost all those volunteers who mentioned motives that can be described as externally regulated were interested in career goals: either as direct work experience, or for use on a University application form.

Q Why would you like to join the Partners Scheme ?

A Because I would like to work with people with learning difficulties after university.
female volunteer, basic skills class, no previous experience

One volunteer had been advised by her tutor to join the scheme to fill her college timetable.

2.3 The effect of previous experience

The data was examined to reveal potential differences between the motives of volunteers who had had some experience of disability and those who had none. In this study, all volunteers were new to the Partners scheme, but a significant proportion (43%) declared some previous contacts (Chapter 5, Section 2.3). Most of this experience was either indirect (ie a parent's work) or related to different subjects in terms of age or disability.

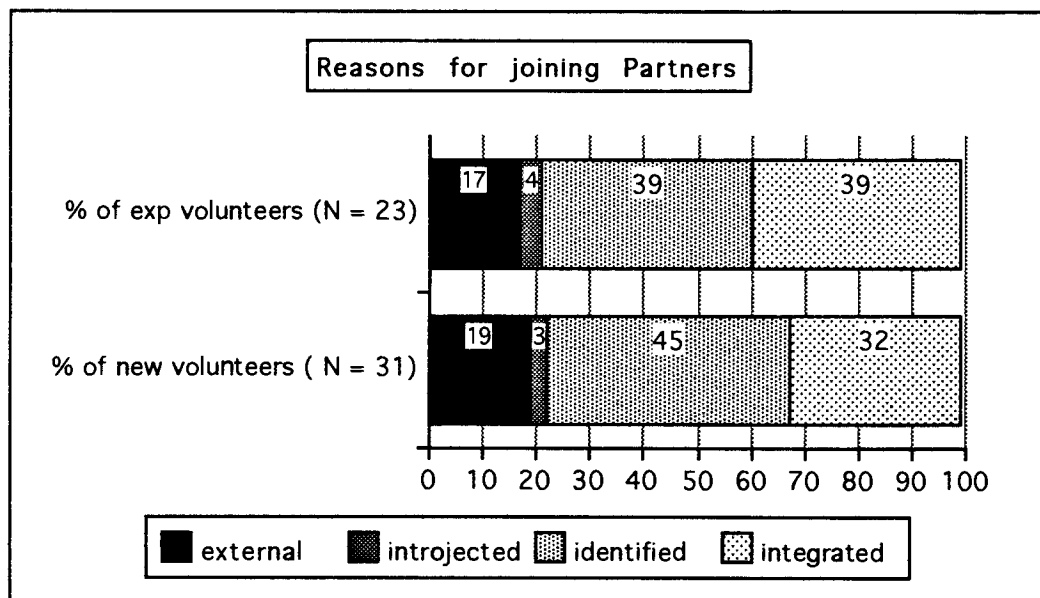


Figure 49 Reasons for joining the Partners scheme : A comparison between motives of volunteers with some previous experience of disability and those without.

Data were very similar for extrinsic styles of motivation: there appeared to be no

more intrinsically motivated styles revealed no stark differences between the groups, but did show some subtle shifts between the identified and integrated styles of self regulation. Volunteers who had declared some experience of disability were evenly spread between the two styles, whereas new volunteers mentioned slightly fewer integrated reasons ('I like it') and slightly more identified motives ('it is the right thing to do').

2.4 Motivation and attendance

A comparison was made between the reasons for joining cited by those volunteers who never started or who left the scheme within a month, and by those who maintained the commitment until the end of the academic year.

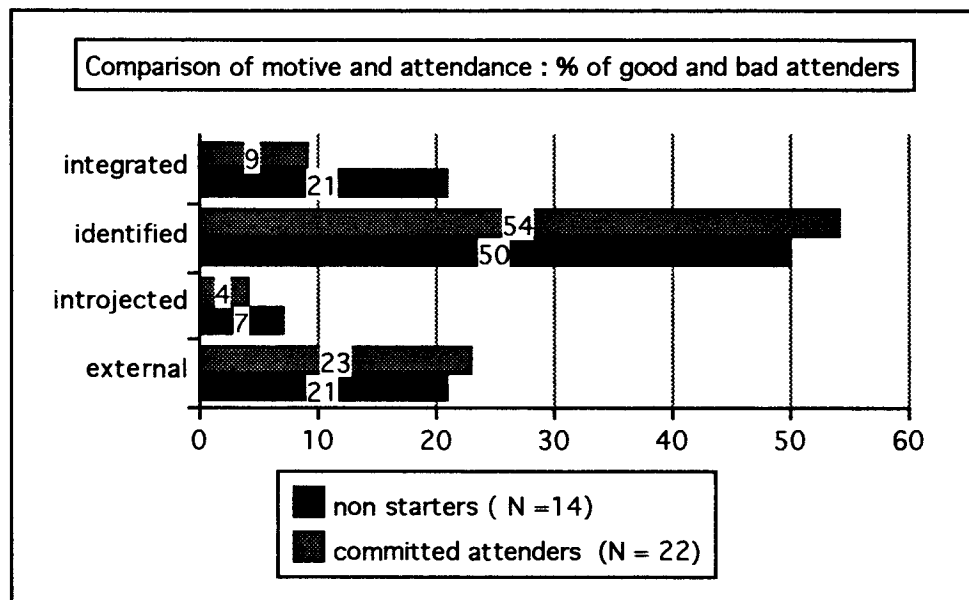


Figure 50 Attendance and motivation: a comparison of the reasons for joining, cited by good attenders (who maintained commitment throughout an academic year) and by poor attenders (who left the scheme within a month)

Differences were noted between the proportion of volunteers in each category in comparison with the data for the whole cohort. A smaller proportion of volunteers in both the committed attenders and the poor attenders groups cited integrated motives for joining. This was particularly the case for the committed attenders (9% in comparison with 39% of the whole cohort) but was also noted for the poor attenders (21% compared with 39%). Conversely, both groups accounted for a higher proportion of volunteers from identified regulation than the data set as a whole, with little difference between the committed and poor attenders.

Little difference was noted in data for the introjected and external factors.

Part Three

Attitude change

3.1 Methodology of attitude change

Interview transcripts were subject to descriptive and inferential analyses of references to attitudes towards people who have learning difficulties by mainstream students and of mainstream students by people with learning difficulties. Pre-determined codes arising from preliminary studies were used as a framework for analysis and these were expanded to include new findings.

Statements about attitudes towards disability before and after interaction were elicited in two ways:

* At enrolment. All mainstream students answered a question on the enrolment form 'What do you expect the students will be like?'. Written comments made by potential volunteers were then discussed at the enrolment interview.

Students with SLD were interviewed at enrolment (Appendix). Relevant questions include : 'Do you know any students from other courses ? What are they like ?' and 'What do you expect students from other courses will be like ?'

* Retrospectively. At subsequent interviews, mainstream volunteers were asked 'Has Partners changed the way you feel about people with learning difficulties in any way ? Prompts were made to ensure that respondents recalled their attitudes towards disability before joining, described any new attitudes or perceptions, and gave their views about the integration of people with SLD. (Appendix 8.3).

Students with SLD were asked ' How have you been getting on with (named volunteers with whom he/she has worked)'; 'what is he/she like ?' and 'Has Partners changed the way you feel about students from other courses in any way ?' Prompt questions were used if appropriate. It was intended that students

who have SLD should be given the opportunity to speak about the same range of issues as their mainstream peers. A slightly adapted version of the same open ended hierarchical interview schedule was used.(Appendix 8.3).

Because SLD students were constrained by restrictions in vocabulary and concept formation, prompting was used according to pre determined guidelines. Questions were repeated and rephrased and answers reflected back to the interviewee for confirmation and elaboration. Care was taken not to introduce new words and concepts and it was decided not to offer, for instance, a set of response choices which may have bounded the range of responses or given rise to misunderstood selections. All the words quoted were generated by students themselves, even though this meant that words such as 'good' and 'OK' dominated. The opportunity, after interaction, to look at photographs of volunteers gave students a much better chance to describe and reflect on their experiences and opinions.

3.2 Analysis of the data

Analysis of the data revealed 615 attitude statements about disability, made by 54 mainstream volunteers, and 158 by students who have SLD. Comments made by students with SLD are presented separately, in Chapter 8.

Responses were sorted according to

- a. initial responses
 - those with previous experience
 - those without previous experience
- b. responses after experience of the Partners Scheme
 - types of activity : lessons with staff ; individual tuition and leisure¹
- c. views about integration
 - types of activity : lessons with staff ; individual tuition and leisure

The distribution of responses is summarised below in Table 24

¹ Data of students with severe learning difficulties was not sorted according to setting at this point
Chapter 7

ATTITUDES TOWARDS DISABILITY: Distribution of responses							
ATTITUDE STATEMENTS BEFORE INTERACTION sorted by previous experience							
Responses by mainstream students							
<i>Previous experience</i>	<i>no exp</i>	<i>some experience</i>			<i>total</i>		
<i>Volunteers</i>	31	23				54	
Attitudes towards disability	77	71				148	
Attributes of people with learning difficulties	49	30				79	
					<i>subtotal</i>		227
Responses by students with learning difficulties							
<i>students</i>						10	
Attitudes towards mainstream students						21	
Attributes of mainstream students						22	
					<i>subtotal</i>		43
ATTITUDE STATEMENTS AFTER INTERACTION sorted by type of activity							
Responses by mainstream students							
<i>Type of activity</i>			<i>lessons</i>	<i>leisure</i>	<i>tuition</i>		
<i>Volunteers</i>			28	15	11	54	
Attitudes towards disability			96	62	24	182	
Attributes of people with learning difficulties			69	38	45	152	
Attitudes towards integration			26	18	10	54	
					<i>subtotal</i>		388
Responses by students with learning difficulties							
<i>students</i>						10	
Attitudes towards mainstream students						35	
Attributes of mainstream students						59	
					<i>subtotal</i>		94
			total references by mainstream student				615
			total references by SLD students				137
			TOTAL REFERENCES BY ALL STUDENTS				752

Table 26 References to disability made by 54 mainstream volunteers and 10 students with severe learning difficulties (1994-1995)

3.3 Mainstream students

References to disability were sorted into three factors: attitudes towards disability ; attributes of people with learning difficulties and attitudes towards integration. The first factor includes references to expectations of volunteers about the nature of the interaction and their general perceptions about people who have learning difficulties. The second summarises volunteers' specific

expectations about what their peers with learning difficulties would be (or were) like. References were sorted into positive and negative expectations and these were considered separately before and after interaction. The third summarises each volunteer's feelings about the integration of people who severe learning difficulties - after interaction.

It was decided to include recalled feelings as well as statements made before meeting students with learning difficulties in this data set. It was acknowledged that the desire to present themselves as good candidates for the scheme would constrain potential volunteers from expressing their worries and perceptions of disability at the time; the opportunity to describe these feelings once they had been accepted into the scheme and had met the students with learning difficulties provided a more open forum for honest answers.

There were some differences between analysis of the data before and after interaction. The initial set of statements relating to attitudes before interaction were organised to show differences between the cohort of volunteers who had declared some previous experience of disability (outside the Partners Scheme) and those who had no previous experience. As all volunteers were new to the Partners scheme, none had directly relevant experience. The effect of declared experience outside the scheme was examined before interaction only, to determine possible influence on attitudes at the start. (Details of volunteers' previous experience are found in chapter 5, Section 2.3).

The attitude statements made after interaction were sorted to show different outcomes arising from various types of activity. Views about integration, having been elicited after interaction, were presented separately.

Descriptive statistics were used. Data were coded to show the raw numbers of references made to each attitude component and were also expressed as percentages in order to demonstrate:

- (i) the proportion of references attributable to each component
- (ii) to each cohort in the case of experience and
- (iii) the three types of activity (lessons, leisure and tuition).

Views about disability before and after interaction and views about integration are summarised in Appendix 7.3 - 7.7. The purpose of this analysis is to present

the views of the respondents in their own words, demonstrating the rich and complex process of attitude change. Therefore the main body of the text is made up of a descriptive account of the findings of this qualitative study (well supplemented by quotations from those involved) and a discussion of the findings is integrated with the results throughout the chapter.

3.4 Students with SLD

The same procedure was followed for data from students who have SLD, with the following exceptions. Only two factors were used: Attitudes towards mainstream students and Attributes of Mainstream students. There was insufficient data concerning attitudes towards integration to form a separate factor.

Previous experience was very relevant for students who have SLD, as half the cohort were returning for a second year of the scheme. It was therefore decided to analyse data from each cohort both before and after interaction. SLD students' data was not sorted according to setting after interaction because students were all involved in more than one setting. As data was so concise, it was decided to discuss the effect of setting once only as a process factor later in the study. These results are available in Chapter 8.

Part Four

Changes in attitudes

4.1 Attitudes to disability before interaction

148 general statements were made about disability by the 54 volunteers before interaction. Data is summarised in Appendix 7.3. Attitudes of students with SLD are presented in Chapter 8.

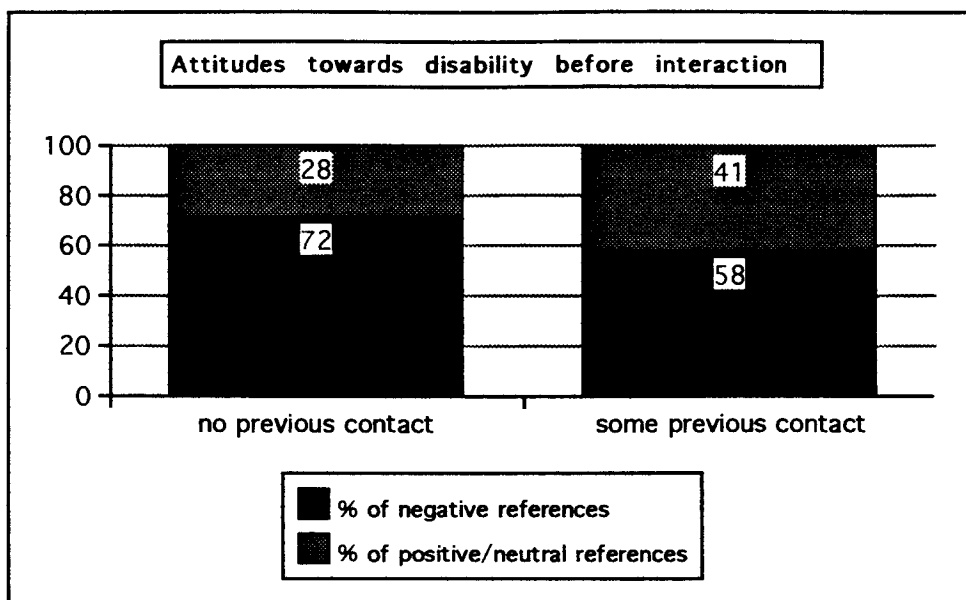


Figure 51 Expectations and perceptions concerning peers with learning difficulties before interaction (1994-1995). Comparison of negative and positive references made by 31 volunteers who had no previous contact with disability and 23 with some previous contact.

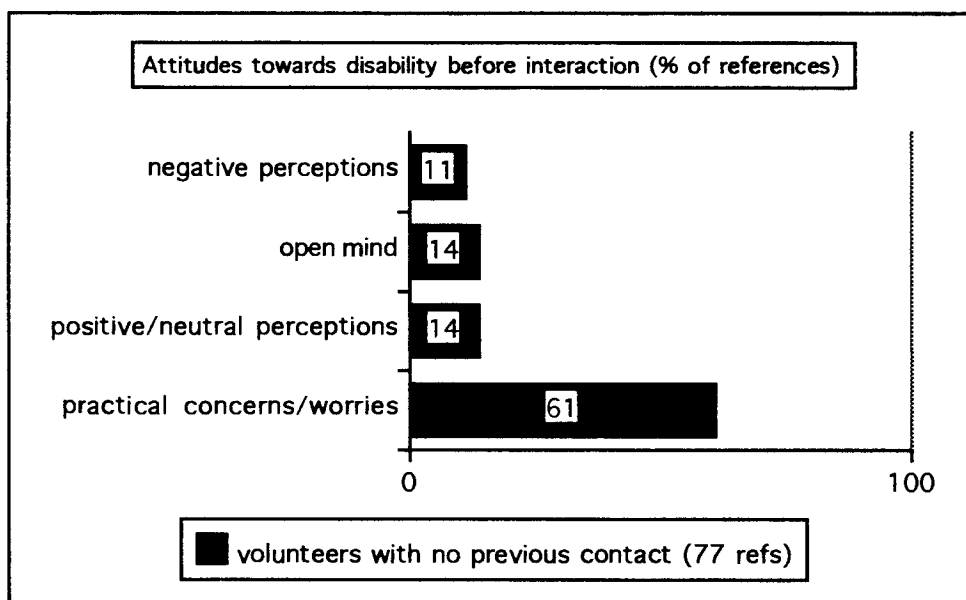


Figure 52a

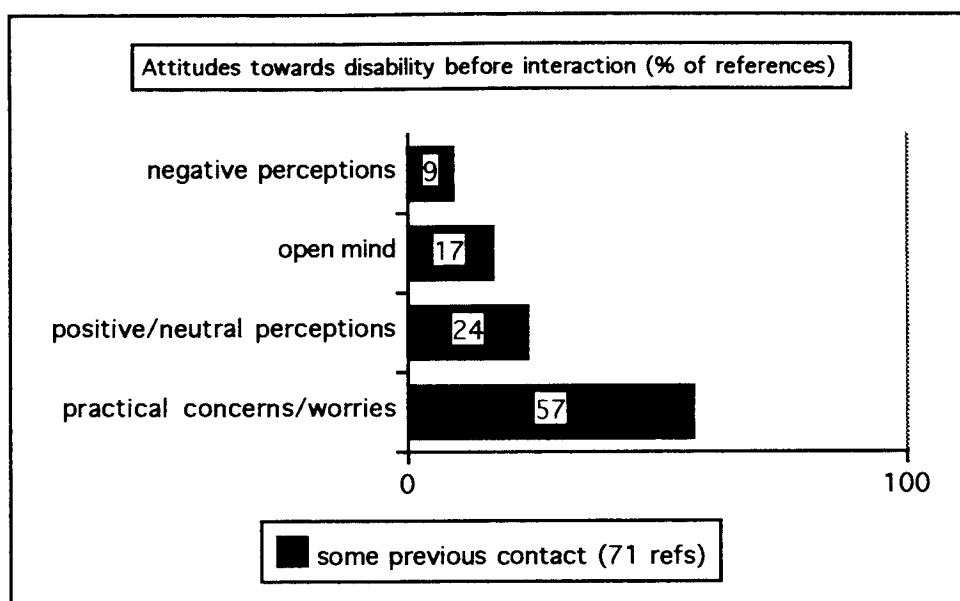


Figure 52 (a and b)

Attitudes towards disability before interaction, showing % of factors raised by 31 volunteers with no previous experience of disability and by 23 volunteers with some experience of disability (outside the Partners scheme). (1994-1995).

Negative Expectations before interaction

When volunteers described their feelings before meeting their peers with severe learning difficulties and when they recalled those feelings later there were few positive expectations. Over half of the feelings were worries and practical concerns, and both new and relatively experienced volunteers described insecurities. Common to both groups were feelings of nervousness and of being unsure how to behave and react - particularly if something went wrong. 82 references to these feelings were made by the 54 volunteers.

I want to be able to sort of walk into a room and say "Hi" and not feel worried about every little action I make cos I think that's one of the biggest problems as well. You know people who haven't been rude about what I'm doing and said "Oh, why are you doing that?" have said "Don't you worry about what to say? What if you say the wrong word? What if you offend somebody? What would you do if they suddenly burst into tears and started making a really loud noise and it was all your fault?" and I say "Oh please don't mention that because that's what I'm terrified of."

female AL student, no previous experience

Volunteers who had some experience of disability outside the scheme were slightly more confident of their ability to cope than others (61: 49% of all references) and equal numbers of experienced and inexperienced volunteers felt lacking in skills.

Individual volunteers made 15 general statements about people with severe learning difficulties which revealed negative perceptions relating to their 'normality'. These remarks tended to focus on problematic or disturbing differences, but few of these perceptions were shared by more than one student with the exception of the association between learning difficulties and health problems. Inexperienced volunteers were more likely to expect peers who have SLD to be different and disturbing, while those who had some experience mentioned more health problems and difficulties than others.

I know they will think reasonably differently to me on some things as they have had these health problems

female AL student, parent teaches in special school

One volunteer admitted retrospectively to a particularly harsh view of people with severe learning difficulties.

In the past when I've seen Down's Syndrome cases, you seem to think, whether rightly or wrongly, I'm speaking, they're more or less almost vegetables, you know, that it seems cruel that they're in existence.

male engineering student, no previous experience

Positive / neutral expectations before interaction

Non-negative statements were concerned with assertions about the variety and normality of peers with learning difficulties, rather than with pro-actively positive aspects. 24 volunteers described expectations that their peers who have SLD would be ordinary individuals whose characteristics would vary, although 11 of these qualified such a statement with acknowledgement of expected differences.

I expect the students to be individuals with their own ideas and opinions, but need some help because of certain circumstances.

male AL student, parent teaches in F.E.

A higher proportion of statements acknowledging individual difference were made by experienced volunteers (24:14% references). Only one person made an overt statement which assumed that the SLD students would be a homogeneous group.

23 references stated either a neutral stance towards people with learning difficulties or denied any negative attitudes or pre-conceptions about them, with little difference emerging between volunteers who had had some experience of disability and those who had not.

I don't think you would find many people who actually have a negative attitude towards people with learning difficulties. I think for most people and for me before I started Partners, it's just not something you would think about.

female AL student, no previous experience

4.2 Attributes of peers with SLD before interaction

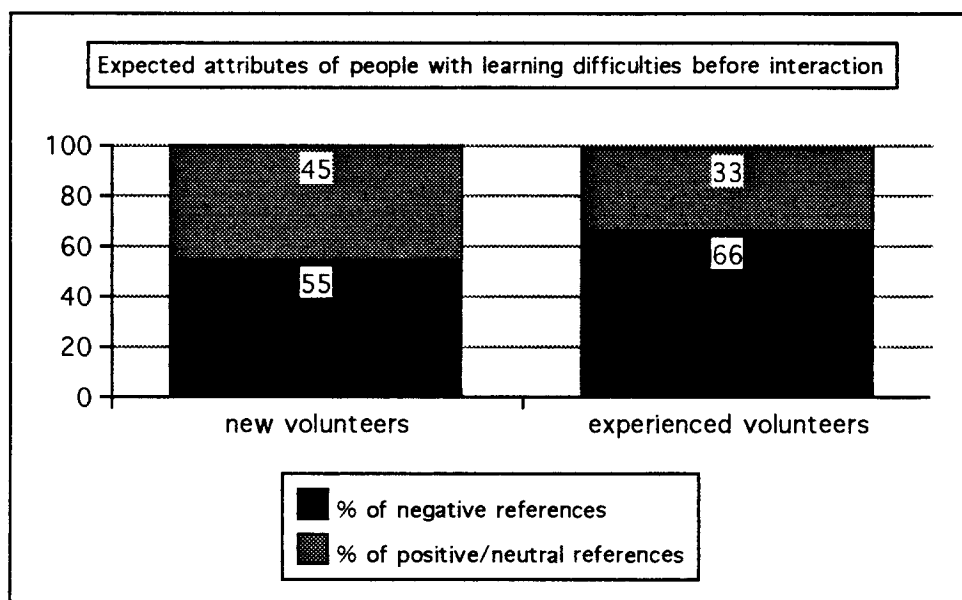


Figure 53 The effect of previous experience of disability on expected attributes of people with learning difficulties before interaction. (1994-1995) Comparison of negative and positive references made by volunteers who had no previous contact with disability and with some previous contact.

79 references were made by 54 volunteers. Of these, 32 were positive comments and 47 negative. Responses were sorted into references to personality traits and comments about expected ability. Data are summarised in Appendix 7.4.

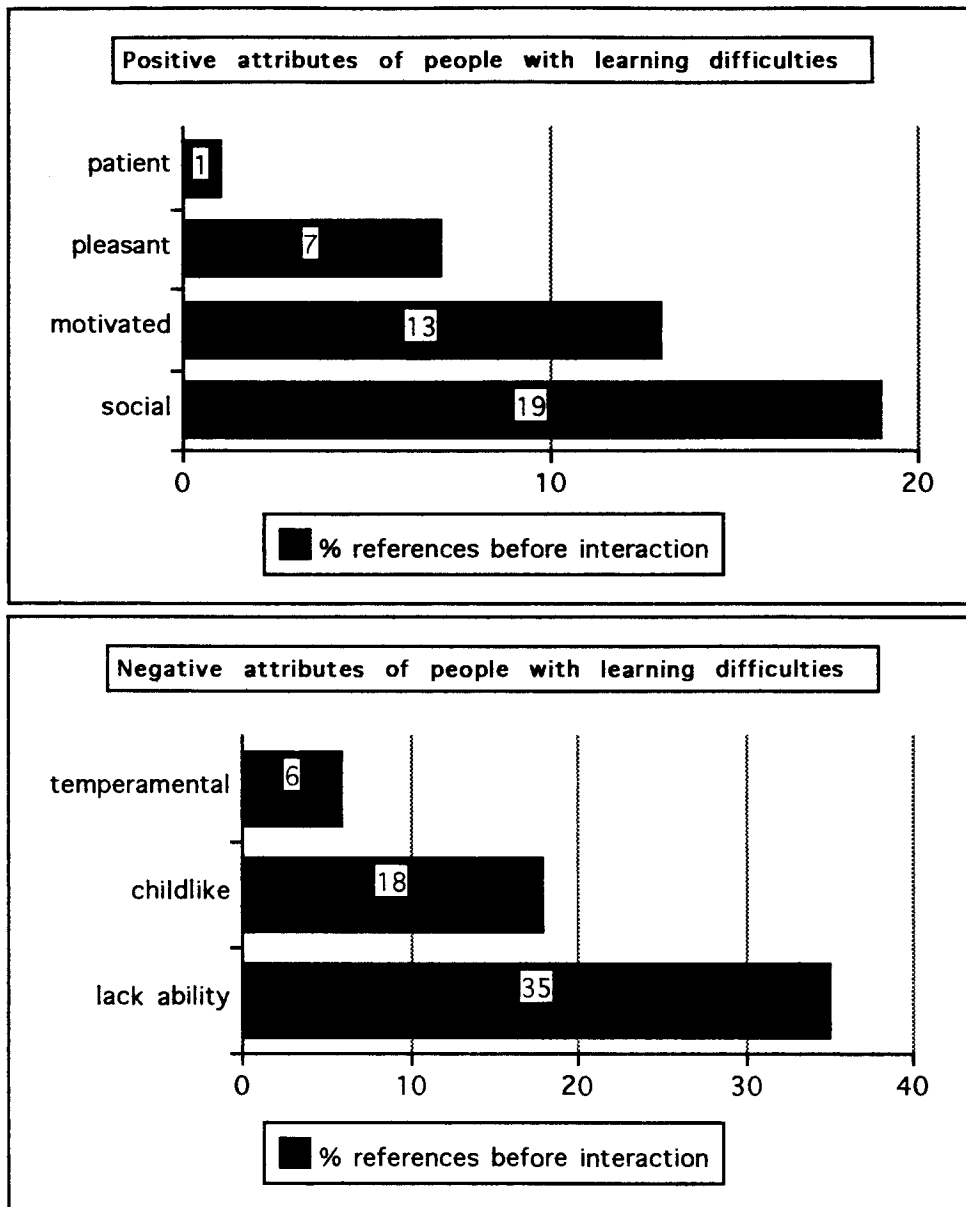


Figure 54 (a and b) Positive and negative expectations about the attributes of peers with learning difficulties before interaction. % of 79 references made by 54 volunteers (1994 -1995).

4.2 Positive attributes of people with learning difficulties before interaction

References to personality

When describing expectations about the personalities of their peers who have learning difficulties, many more positive than negative personality traits were attributed to students who have SLD (32:19 references), giving the impression that they were expected to be a rewarding group to be with. Volunteers visualised students with SLD as social, motivated and pleasant people. Qualities of friendliness and enthusiasm were mentioned by 19 volunteers,

within a total of 32 references to positive attributes (40% of all references).

What do you expect the students will be like ?

Mostly very friendly and enthusiastic, but all different.

female volunteer, previous work experience at a day centre

References to skills

All positive statements were concerned with personality: none were mentioned which related to the skills which people with learning difficulties may have. Inexperienced volunteers made a higher proportion of the positive statements (45-33% of references in each group).

Negative attributes of people with learning difficulties before interaction

References to personality

25% references to attributes of people who have learning difficulties (19 references) were negative comments about expected personalities. Most common was their depiction as naive and childlike (14 references). Inexperienced volunteers were only slightly more likely to make such comments. Four references (mostly by inexperienced volunteers) described students with learning difficulties as miserable; uncooperative or subject to emotional swings.

I expect them to be naive, sometimes temperamental, unable to fulfil their ambitions.

female volunteer, no previous experience

References to skill levels

35% of references to attributes of people who have learning difficulties (28 references) were concerned with negative expectations of skill levels among students who have SLD. Students were expected to be less capable than others; more in need of help and slow to learn. Volunteers with no previous experience of disability made a lower proportion of negative statements about ability than did those who had some previous experience (31-43%

I was worried that I might get short-tempered with people because I thought they're just not going to be able to grasp things as easily because they've got learning difficulties which means it's like being with small children when they don't grasp something that's very very simple.

female volunteer, no previous experience

Communication was expected to be an area of particular difficulty and was mentioned in 5 references.

4.3 Attitudes to disability after interaction

Data emerging after interaction was rich and messy. Statements about disability did not fall into categories that could easily be quantified in relation to statements made before interaction (apart from volunteers' descriptions of attributes of their peers who have learning difficulties) which are presented separately and compared with previous expectations. The analysis of attitudes towards disability takes the form of a summary of volunteers' own words.

Volunteers emphatically felt that changes had taken place in their attitudes towards disability after interaction. 182 references were made by the 54 volunteers describing ways in which their feelings about disability had changed. Their comments reveal common features in the process of that change.

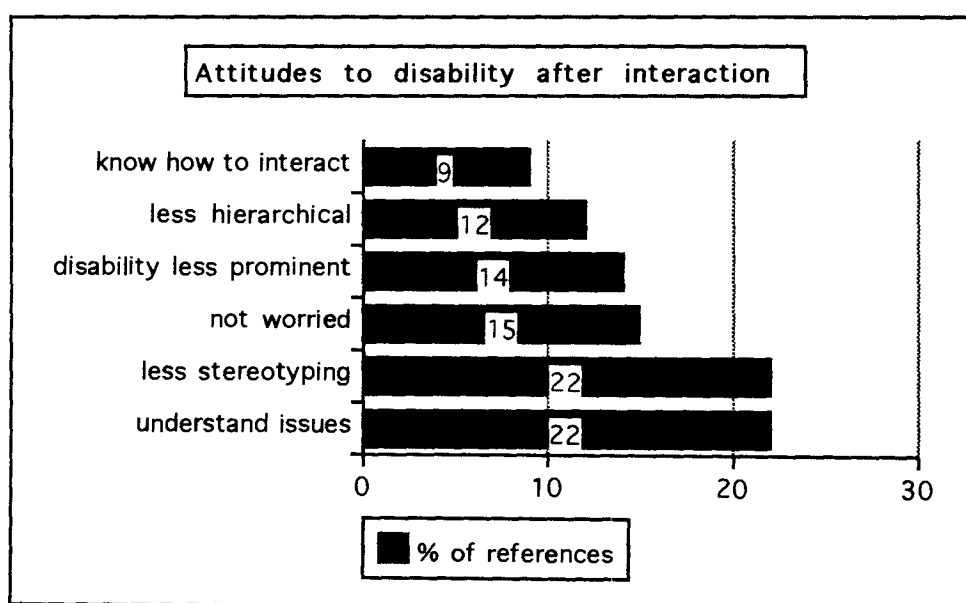


Figure 55 Attitudes towards peers with learning difficulties after interaction.

The two most common changes described were improved understanding and reduced stereotyping.

One of the key points that emerged was the feeling that the experience had helped volunteers to understand the issues around disability in a real context, rather than in theory and to begin to think them through rather than maintaining

a neutral perspective. This greater understanding was reported in 41 references (22% of the total). Many volunteers reported that getting to know individuals with a disability helped them to demystify the issues involved.

I have to admit that, whereas I didn't have any inhibitions before, now I'm not just neutral
female volunteer, art lesson with staff, no previous experience

This resulted in fewer generalisations and a greater understanding of the wider variation of abilities and needs of individuals.

Before I was aware, I more looked at people the way they are on the outside, not what is inside. Now I pay more attention, because everybody has a different personality.
male student, leisure setting (snooker), no previous experience

40 references were concerned with ways in which volunteers became more likely to see students who have learning difficulties as individuals rather than stereotyping them as a homogeneous group.

You can never generalise can you? You can never say 'These students are this, but maybe until you meet people, you think you can.'
female student, tuition setting (computers), no previous experience

7 references described how volunteers' idealistic expectations were replaced by mixed feelings based on the actual events of the interaction. Mention was made of the fact that getting to know individuals who have learning difficulties can result in less positive feelings towards them, especially if things do not go smoothly

I think I had a more idealistic attitude when I first came into this. I thought 'Yeah, we'll be good friends,' you know. I don't know, I just thought it would be a lot more easy and it wasn't.
female student, leisure (lunch), no previous experience

This understanding appeared to contribute to volunteers' self knowledge about their approach to disability and to enable them to recognise previous misconceptions, resulting in more egalitarian attitudes. 19 references described a reduction in hierarchical attitudes towards peers who have SLD; a shift away from sympathetic kindness towards a willingness to consider the perspective of the other student on a more equal basis.

Before I did the Partners Scheme I probably wasn't, I don't know, if I met somebody in a supermarket or anybody I wouldn't treat them like a human I'd smile in a very .. mmm .. oh you poor thing patronising way and open a door or something and I'm looking at it from their point of view and thinking well if I was in a wheelchair or I was visibly different I wouldn't want to be treated like that and I think I now know how not to do that and I'll be a lot more comfortable. And I'm sure if people are comfortable around you then you immediately feel more comfortable. And I should think that's how all of them want to be.
female volunteer, shopping lesson with staff, no previous experience

The salient features of individuals appear to shift as volunteers get to know them, so that the disability itself is no longer the most noticeable characteristic of the person who has SLD.

I think I've become more accepting than I was before. I thought I was very open and relaxed with it before and I just saw everyone as another human being, but now I don't even notice. We all get on and they have their problems. Most of my friends have theirs too, but in different ways. Xs case is awful, but she's still a lovely girl, she's still X. It doesn't make her any different.
female volunteer, leisure setting (circus skills), parent teaches children with learning difficulties

Almost half the volunteers commented on either forgetting the disability or being more accepting of the differences.

I don't think you need to know details of the disability, because the disability isn't the person. It's not really essential.
female volunteer, lessons with staff (cafe), no previous experience

Having met and interacted with peers who have SLD, many volunteers concluded that their initial feelings of nervousness and uncertainty about how to react had been allayed. 28 references were made to the fact that volunteers no longer felt worried about being with people who have learning difficulties.

... some people seem to be scared and expect them to be complete monsters and they're completely different. A lot of people take the mick and stuff, but now that I've worked with them and helped them, it's just...I'm very proud of it really that I'm doing something to help other people. I'm not scared of them any more.
female volunteer, leisure setting (art workshop), no previous experience

I was quite apprehensive before I started but now I've met K. I'm sure if I met another person with special needs I wouldn't be apprehensive, it's just that you're not sure of what you don't know about, really.
female volunteer, tuition (computers), no previous experience

17 further references were made about ways in which volunteers now felt confident about how to behave with their peers who have learning difficulties.

...no matter how you feel, if you don't meet people with learning difficulties, or if you don't meet any group of people, you can be unsure about them and not sure how to act and feel difficult and insecure about groups of people but if you get to know them you can, as you would with people as a whole, if you can associate with them then you can deal with them better.

I didn't have any "bad" feelings before I took part in the scheme but I was uncomfortable with how I should behave towards people with learning difficulties; how I should treat them and what to expect from them. Also what they needed from me. I no longer have any of those feelings when I am with people with learning difficulties.
female volunteer, leisure (drama club), disabled mother

4.4 The effect of setting

Volunteers from all settings reported broad agreement that the experience had led them to understand and form opinions on issues of disability. Less stereotyping was also reported by all, but some important differences were noted within this factor. In the lessons and leisure settings, reduced stereotyping was described in terms of seeing students as individuals - reducing generalisation and observing a wide range of ability -whereas the most common example of reduced stereotyping reported in the tuition setting was a reduction in idealism: volunteers found students who have SLD less easy to work with than anticipated.

Other differences noted between settings relate to hierarchical relationships : 16% of references made by those working together in the leisure setting reported increased feelings of empathy and equality, whereas these comments were less likely to be made in the lessons and tuition settings.

The worries described before interaction were less likely to have been allayed in the tuition setting: only 4% of responses reported that they were no longer worried about interacting, compared with 19% in the lessons setting and 14% in the leisure setting.

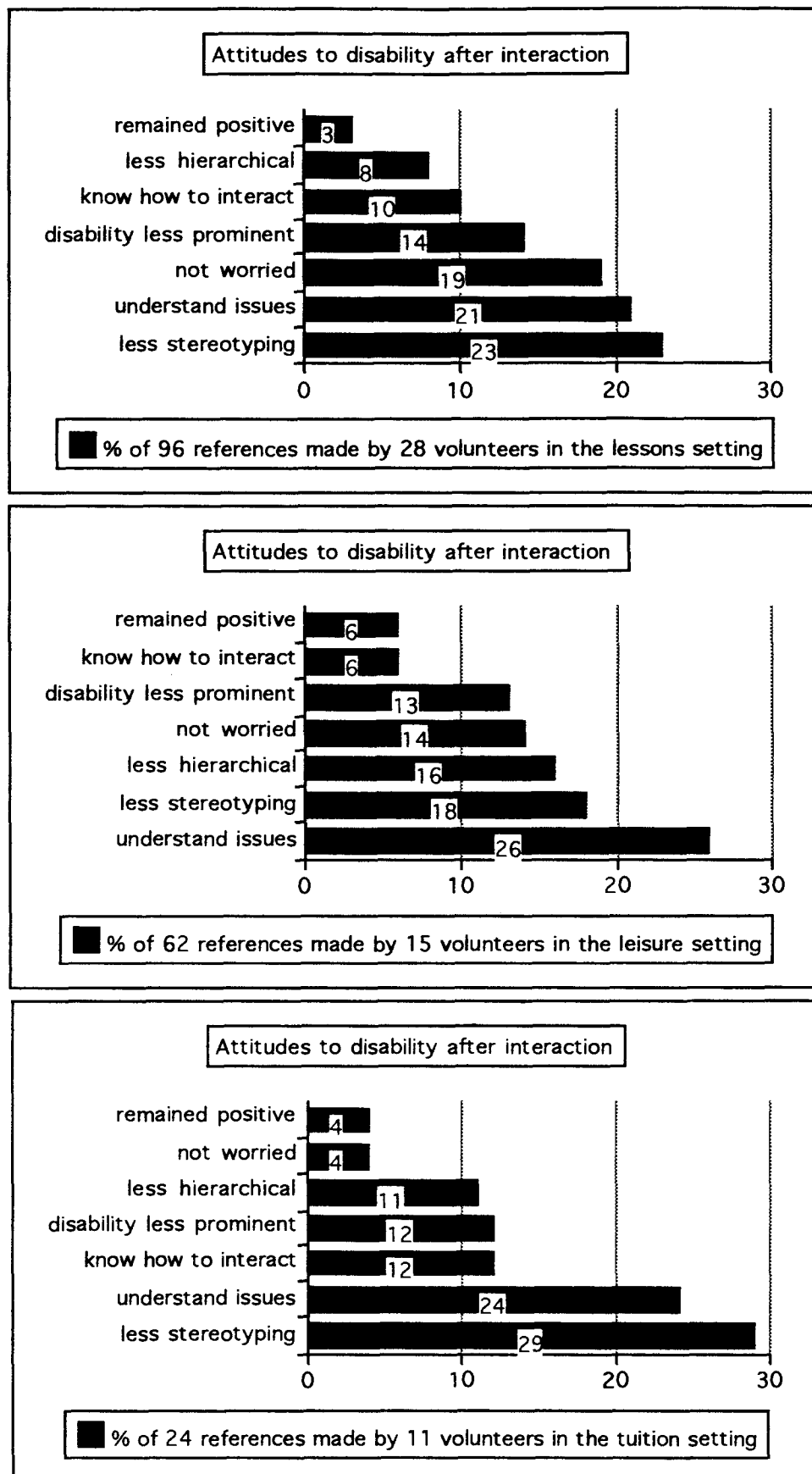


Figure 56(c) : Tuition setting
 Figure 56 (a, b and c) Attitudes to disability : references made by volunteers after engaging in each of three types of activity.

4.5 Attributes of people with learning difficulties after interaction

152 references were made to attributes of peers who have SLD after interaction. 116 of these (76%) were positive.

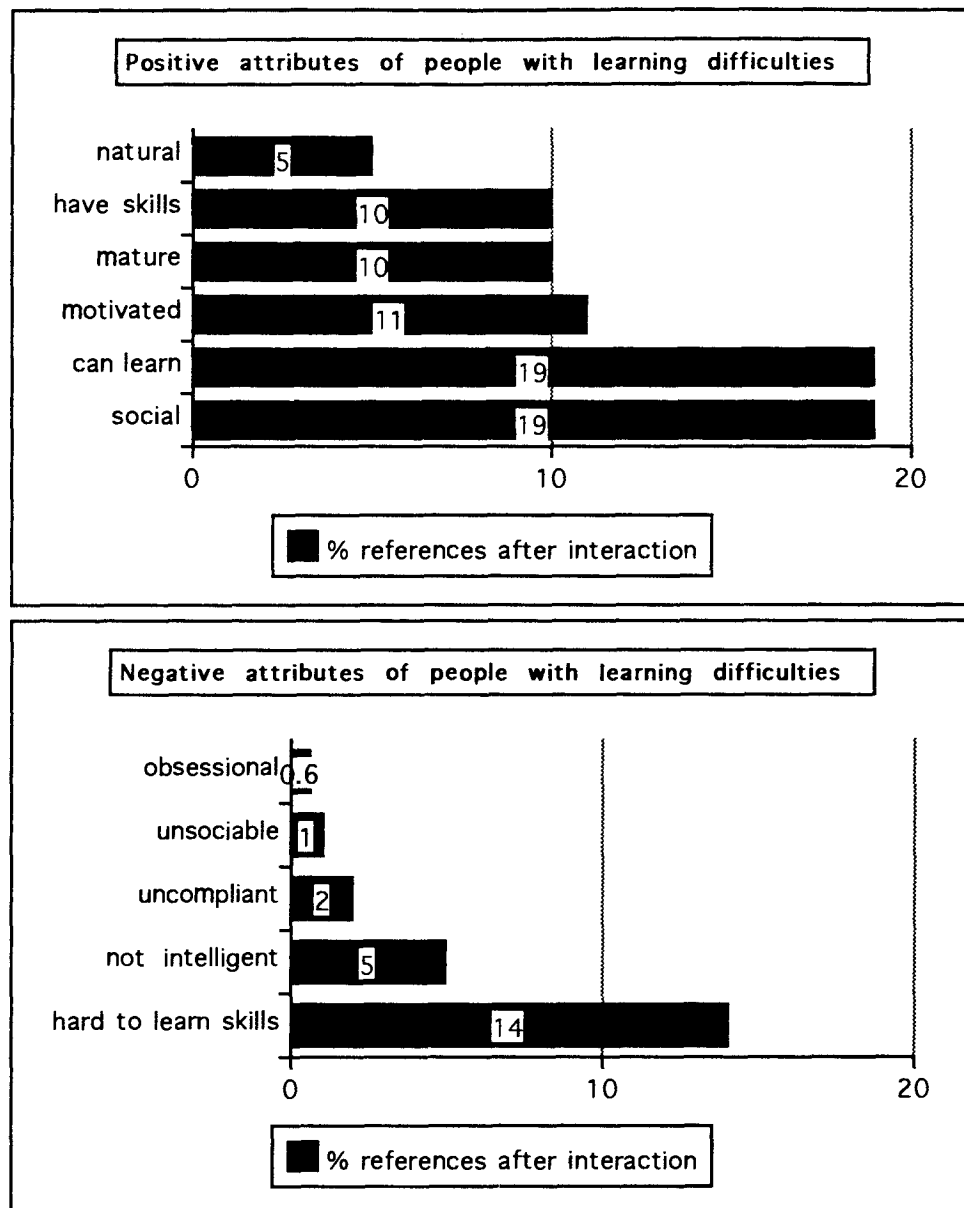


Figure 57 Attributes of peers with severe learning difficulties, (1994-1995). % of positive and negative comments in 152 references made by 54 volunteers after interaction.

Positive attributes of people with learning difficulties after interaction

References to personality

The number of references to positive personality traits doubled after interaction (32:71). Perceptions of peers as social were strongly confirmed

She's full of character, she keeps me laughing all the time and we get on like a house on fire. She's just a friend. It's nothing different because I'm a person from Partners and

she's within Learning Support. It doesn't make any difference to me and it doesn't make any difference to her. We get on like two friends. That's what counts. As long as we're getting on, that's what matters. If we're not getting on, that's something different. But we get on.

female volunteer, leisure setting (lunch), no previous experience

Motivation and energy were also confirmed as traits perceived by volunteers.

And J, I sat and talked to him about Partners and how it was going. We really spent a lot of time talking about that juggling session and about how much he liked it and about how he really tries to get on that unicycle every week. He says 'I've just got to get on with a saddle that's lower. It's too high.' He's determined he's going to do it.

female volunteer, leisure setting (circus skills), parent teaches children with SLD

One new characteristic that emerged significantly after interaction was concerned with the emotional responses of people who have learning difficulties. Individuals were perceived as open, natural and genuine in showing their feelings.

When he's happy he shows it. In the same way when he was upset by something he showed it. It's easier than being with people who've got all these twisted ways of acting and reacting to things and covering up. It was very basic. I don't mean that in a put down sort of way.

female volunteer, lessons with staff (cafe), no previous experience

Also new was the perception in 16 references, of peers with SLD as being mature, sensible, considerate and receptive to help which contrasts with the previous expectation of them as moody and uncooperative.

Z was lovely. She's so enthusiastic about it all. They were all putting different things into the group. No one sat there keeping quiet and not paying attention. Everyone wanted to get involved. They were sensible about it as well. There was no rushing towards everything as well. They were really considerate towards each other as well, which is unusual compared to our classes.

female volunteer, communication lessons, no previous experience

This maturity contrasted with previous perceptions about the childlike qualities of peers who have SLD. After interaction no volunteers referred to SLD students as children and several mentions were made of challenges to this attitude:

A couple of people really surprised me with how adult they were .. um .. and I was surprised at the way .. um .. the people like M (teacher) and other people were acting with them you know it was actually quite fun and not molly-coddling you know. It was 'very well you've got to get this done on your own, come and do it and let me see you get on " with it and that made me realise how I was supposed to be - a bit more .. um .. they're definitely not babies and nobody's acting like babies.

male volunteer, gardening lesson, no previous experience

References to ability

There was a great change in students' perceptions of the abilities of their peers who have SLD, after interaction. Before they started the scheme, volunteers

did not make any positive references to SLD students' skills, remarking only on expected weaknesses. After interaction, a third of students had noticed that their peers do have existing skills -including communication skills and creative talents.

I hadn't realised that K would be as able as she was. When you talk to her, if she phoned you up you could easily have a conversation with her without realising that she had learning difficulties. The way she talks is quite similar to me. She uses the same kind of slang or little sayings and stuff. People have this image of people with learning difficulties as basically the same intellect as when you were four or something. She's quite bright really, isn't she?

female volunteer, tuition (computers), no previous experience

A larger proportion of references (29) were made about the fact that students who have learning difficulties needed less help than expected and that, given help, they can learn.

I suppose you tend to be a little bit patronising at first and not realise what somebody's needs are but now I see that these people are very able to do a lot of things and they just need a little bit of help - just a bit of support. They can do a lot of things really. My views have changed a little bit to realising that

female volunteer, basic skills lesson, previous work experience at a day centre

Negative attributes of people with learning difficulties after interaction

References to personality

There were only 6 reports of negative personality traits, compared with 19 made before interaction. Each report concerned an individual student and related to a specific incident or set of incidents. Most related to idiosyncratic behaviours which were connected with the disability of the individual.

J, I think it is. He's difficult to get into and talk to. I offer him things and he either ignores me or reaches out and grabs it, and I'm trying to work out a way to approach that.

female volunteer, art lesson, no previous experience

It is inevitable that as volunteers get to know individuals who have SLD and to develop a differentiated understanding of disability, some students will be more popular than others. Some volunteers were able to explain this:

So what, you might not like some of them because they're people and you don't like everybody, but some of them you get to know and you're really happy with them.

female volunteer, art lesson, no previous experience

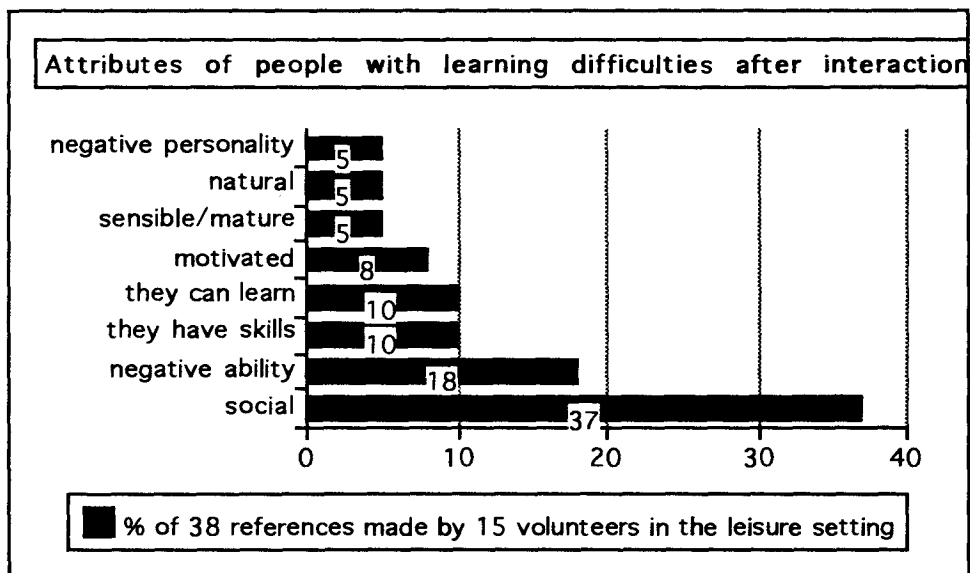
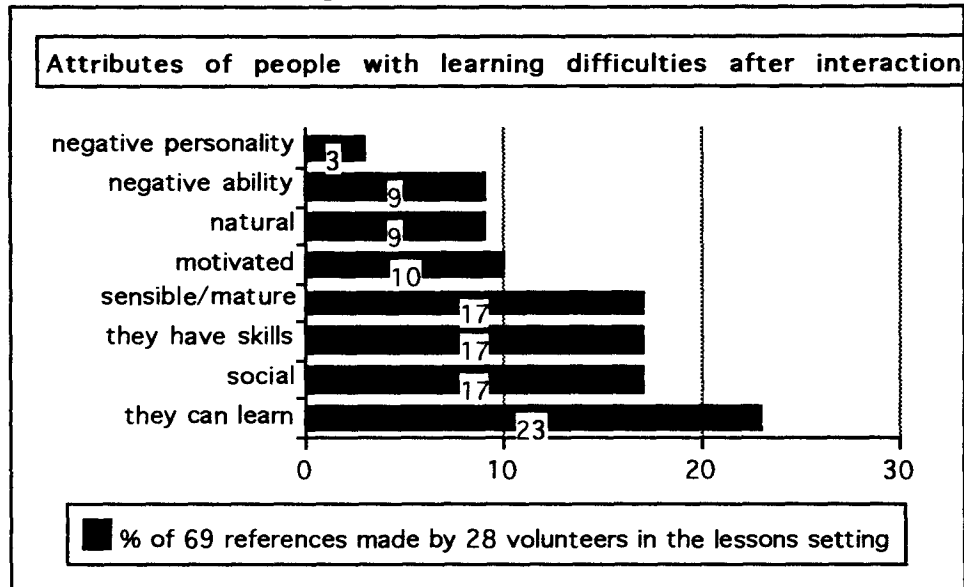
References to ability

While identifying unexpected strengths in their peers who have SLD, volunteers were confirmed in their view that students did frequently need particular help to learn - especially in more academic areas. There were 30 such references.

Yes, because if you can't read it, then you can't write it and you can't understand it. You need somebody to sit there and go through the whole question with you. It's very difficult, you want just one person to be able to do that. That's just one to one where you need a few hours just seeing to that person.

female volunteer, literacy class, no previous experience

4.6 The effect of setting



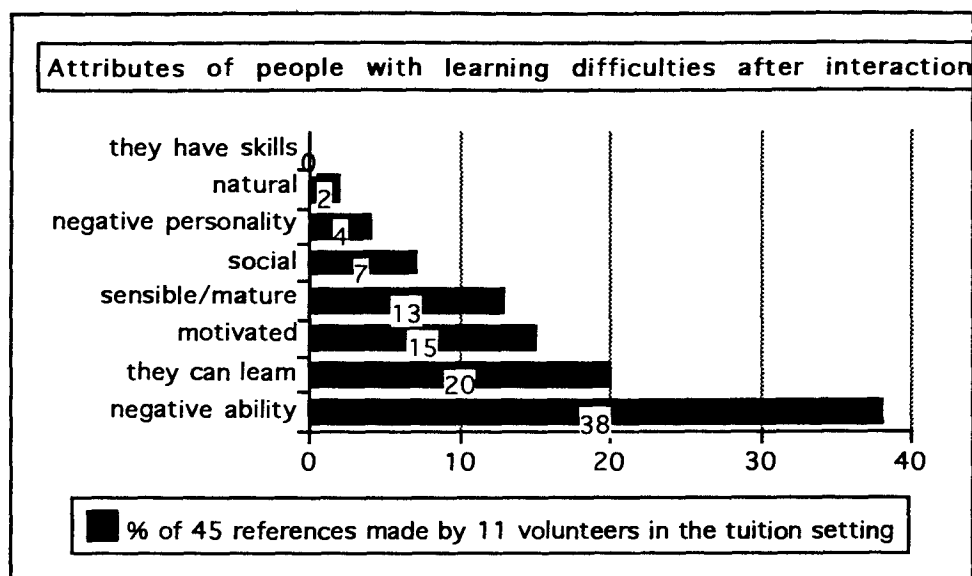


Figure 58 (a, b, and c) Attributes of people with severe learning difficulties: references made by volunteers after engaging in three types of activity.

Different attributes predominated in descriptions of the attributes of peers with SLD made by volunteers in each type of activity.

Tuition setting

Lack of ability was the major attribute noticed (in 38% of responses). Difficulty in learning and communication were the most commonly mentioned features. No mentions were made of skills. These problems were balanced by an acknowledgement that with help, students who have learning difficulties could learn and at times were seen to make more progress than expected ("it suddenly clicks"). Students were seen as motivated and sensible but social attributes were mentioned in only 3 references in this setting.

Leisure setting

In contrast, social attributes were most commonly mentioned by volunteers of the leisure setting in 37% of references. Students who have learning difficulties were seen as friendly, affectionate and with a sense of humour. Students' difficulties in learning were observed - particularly in communication - and volunteers commented on the fact that their social skills were more advanced than intellectual skills. Students who have SLD were less likely to be described as sensible and mature in this setting.

Lessons setting

In this setting, positive attributes concerning both social skills and ability were referred to by volunteers who definitely felt that students possess skills and can

also make further progress when helped. Students who have learning difficulties were described as having a balance of social, skilled and sensible attributes, with the ability to learn emerging as the most salient feature.

4.7 Attitudes towards integration

The 54 volunteers made one reference each to integration. These were summarised as the 5 factors below.

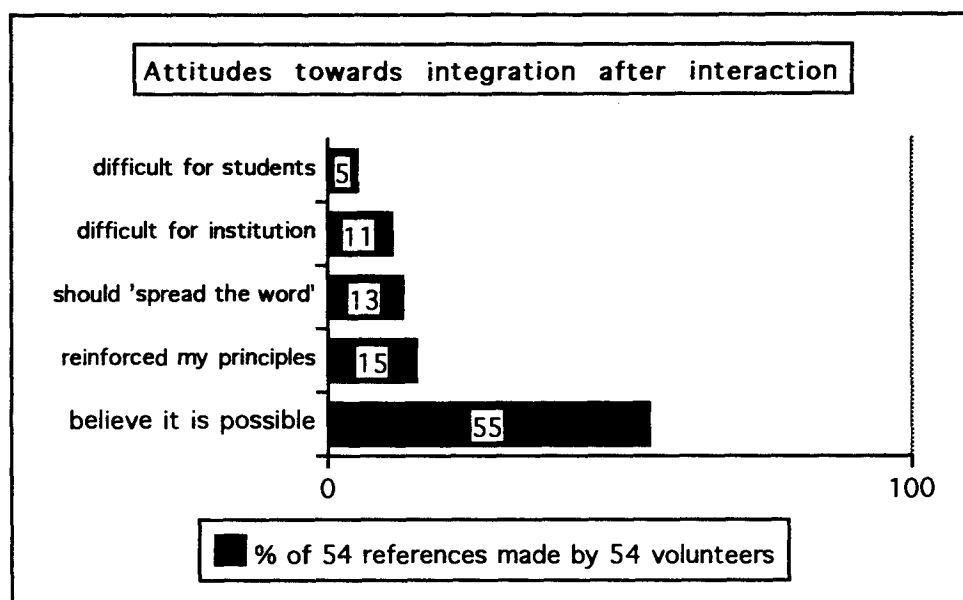


Figure 59 Attitudes towards integration after interaction (1994 -1 995)

The most commonly mentioned reference to integration was a simple one: having been involved in an integration scheme, volunteers say that they believe that integration is possible and desirable. More than half the volunteers (55%) explained this:

.....it (Partners) means that I've met a wider range of people. I haven't just concentrated on meeting a certain group. And if someone says something like 'How can disabled people do such and such', I'll be able to say that I've worked with disabled people and they are capable of doing such and such, and I can back it up with my own experiences.
female volunteer, leisure (lunchtime workshop), no previous experience

The experience of seeing young adults who have learning difficulties taking part in further education made their non-disabled peers realise that education is a viable option for them and one that could be extended.

Although I have never been negative towards those in the community with learning difficulties, my view of the education available has been dramatically changed as before Partners I didn't realise the range of experiences and academic lessons that actually took place - and now I can see many more colleges and schools accepting students with learning disabilities into their institutes. "
male volunteer, gardening lesson, no previous experience

More contact appeared to result in more understanding:

I know people with learning difficulties about the college more than I did beforehand, so the more you come into contact with people, again, the better you get to know people with learning difficulties.

and volunteers felt that understanding can help to make integration happen. Having a real reason for interaction was described as very helpful, bringing abstract principles to life and allowing volunteers to develop a realistic understanding of the issues involved.

I'd always seen people who had learning difficulties as just being people with learning difficulties and being special in their own right. I think I'd uphold that view, no matter what, just by way of anti-discrimination and I suppose if you get to meet people with learning difficulties it becomes more of a subjective rather than an objective perspective which is helpful.

male volunteer, campcraft lesson, father teaches adults with learning difficulties

Volunteers described a feeling of satisfaction in making integration work, and almost a fifth described evangelical feelings about spreading the word among others so that more opportunities would be created.

The sooner full integration takes place the sooner real problems can be addressed and overcome. Half the problem for disabled people is others' misconceptions and attitudes

female volunteer, leisure setting (lunchtime club), no previous experience

The 'real problems' mentioned above became obvious to many volunteers, but most problems were mentioned in a constructive light in the context of planning and changing behaviour. Interestingly, of the 6 references to problems of integration, 2 referred to problems which were also shared by students without disabilities:

Most of my friends know them now as well. They all say 'Hello' walking down the corridor which is nice. I should imagine that when they first start it must be like 'This is our corner of the college.' I know what I'm like. I hang around Junction 3 (student common room) and I very rarely venture out because the rest of the place is so scary. I should imagine if you've found yourself a base it must be quite hard to filter out, especially when you get some people in the college who are just rude. They don't give anyone a chance whether they've got disabilities of their own or whether they don't dress how they like or anything like that.

female volunteer, leisure (circus skills), parent teaches in special school

It makes me cross, though, that people within the college can't just all mingle together and get on because people from your area (Learning Support), people from outside, people doing Science, people doing Geography - we're all people we should be able to get on. But there seems to be some prejudice within certain people that means we can't. A friend of mine is doing a GNVQ and she's the only girl on her course doing construction and they've been told outright 'You don't mingle with A-level students.

female volunteer, leisure(art workshop), no previous experience

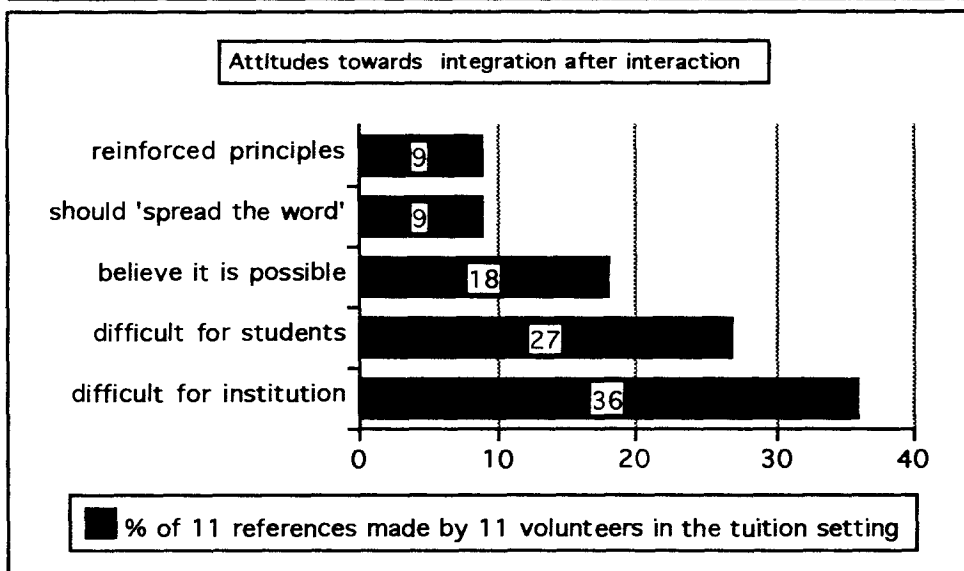
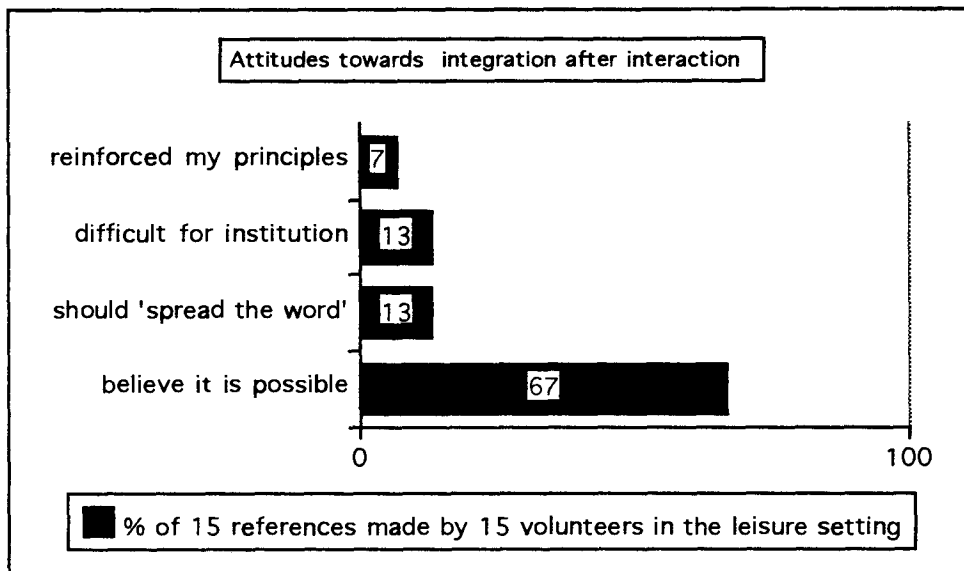
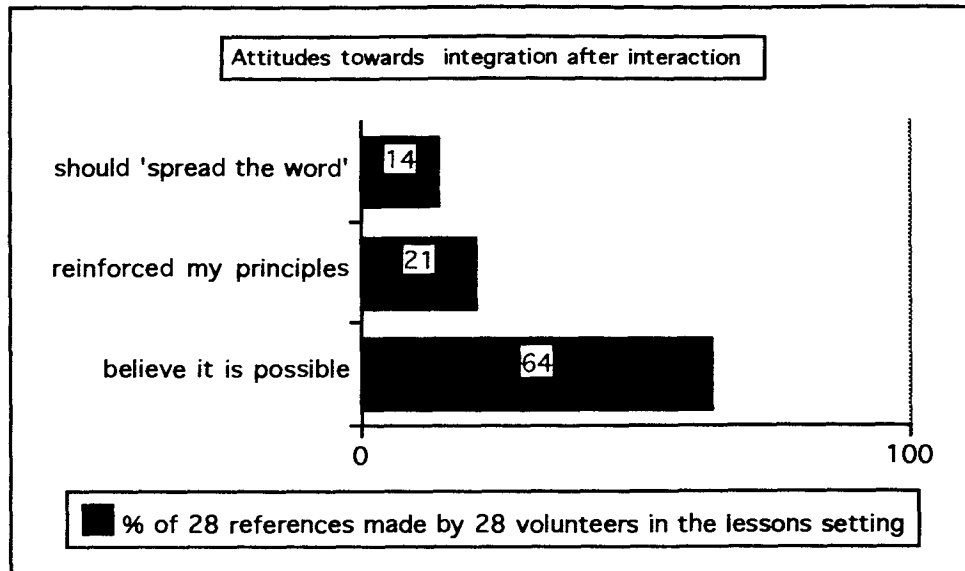


Figure 60 Attitudes towards integration : references made by volunteers after engaging in each of three types of activity. (1994 -1995)

4.8 The effect of setting

Tuition setting

Volunteers in this setting were the most likely to point out the difficulties inherent in making integration a workable proposition for students who have learning difficulties. 36% highlighted issues of organisation, and three respondents felt that integration would not be possible for students who have learning difficulties, give that it is even difficult for some mainstream students to cope. 18% of tuition volunteers did feel that it would work, particularly through the medium of a shared activity.

Leisure setting

67% of students in this setting felt that integration is feasible, saying that they had seen that it worked. No problems were mentioned.

Lessons setting

Students in this setting were equally likely to believe that integration was possible, and that the experience brought to life the principles of equality that they espoused in a practical way.

Part Five

Process Factors

The actual activities undertaken by students during 1994 - 1995 were analysed to identify differences in the behaviour of students in their activities; the social structure and the roles assumed by the individuals involved.

The findings show what kind of relationships develop during integrated activities, and what students actually do together. The aim of this section of the analysis is to confirm whether, for example, tutoring activities result in 'teacher-like' relationships and whether leisure activities foster more social relationships.

The incidence of further social contacts arising from the scheme were investigated.

5.1 The activities and social structure of the Partners scheme

The main activities undertaken by volunteers were organised in three settings: lessons with staff; leisure and tuition. Descriptions of what they did in these

activities were sorted to show evidence of cooperative social structures i.e. the extent to which volunteers and their peers who have SLD worked together for common goals and interests. Full details of the activities and structure of each setting are available in appendix 7.8

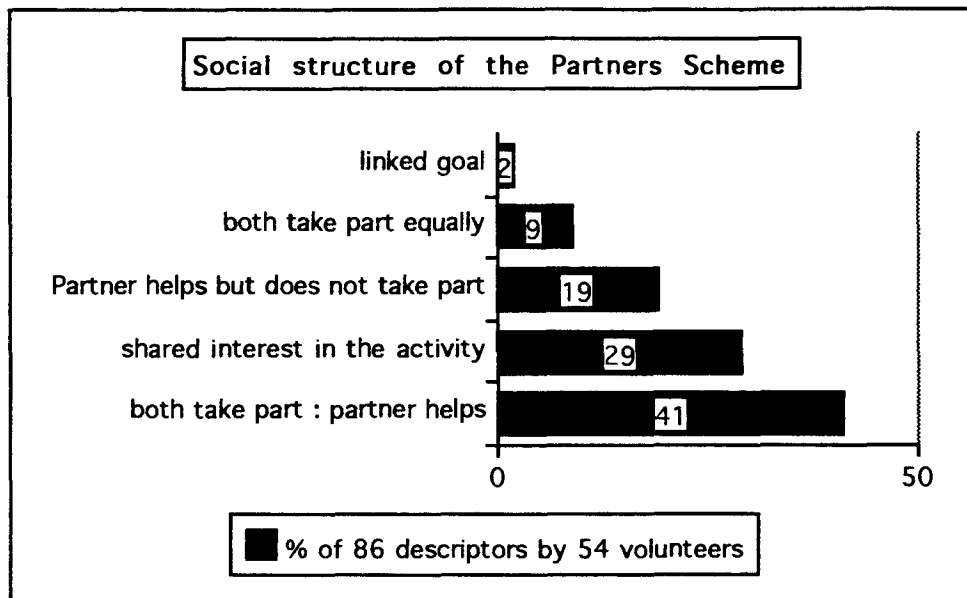


Figure 61 The activities of the Partners scheme 1994-1995, showing social structure

The data shows that truly cooperative activity, in which there is a common goal that can only be achieved through the participation of both parties, is rare. Examples of both partners taking part in an activity on a completely equal, non hierarchical basis, are also minimal. What is clear is a strong emphasis on support from the volunteer to the peer who has learning difficulties when needed, but within a social setting of mutual activity in which both students join in and work together. The goals for which they work cannot strictly be said to be shared as they do not rely on the efforts of all involved but, within this social structure, the common bond of shared interest in the activities themselves is very evident and provides gratification for both.

In the music class I was a student and occasionally a hand if we were doing practical work or something like that. Everyone was on the same level within the music class, which was nice. Even C. and H. (staff) They were playing and everyone was saying their own things. It was a pleasant atmosphere - it wasn't uncomfortable in any way. It's a lovely little environment really. We sit there and listen to music and discuss things. Everyone's on the same level. It's not teacher and students and the person from Partners. Everyone's in there together sharing their own views and putting everything into the group and discussing and listening.
female volunteer, music lesson, parent teaches in special education

5.2 The influence of setting

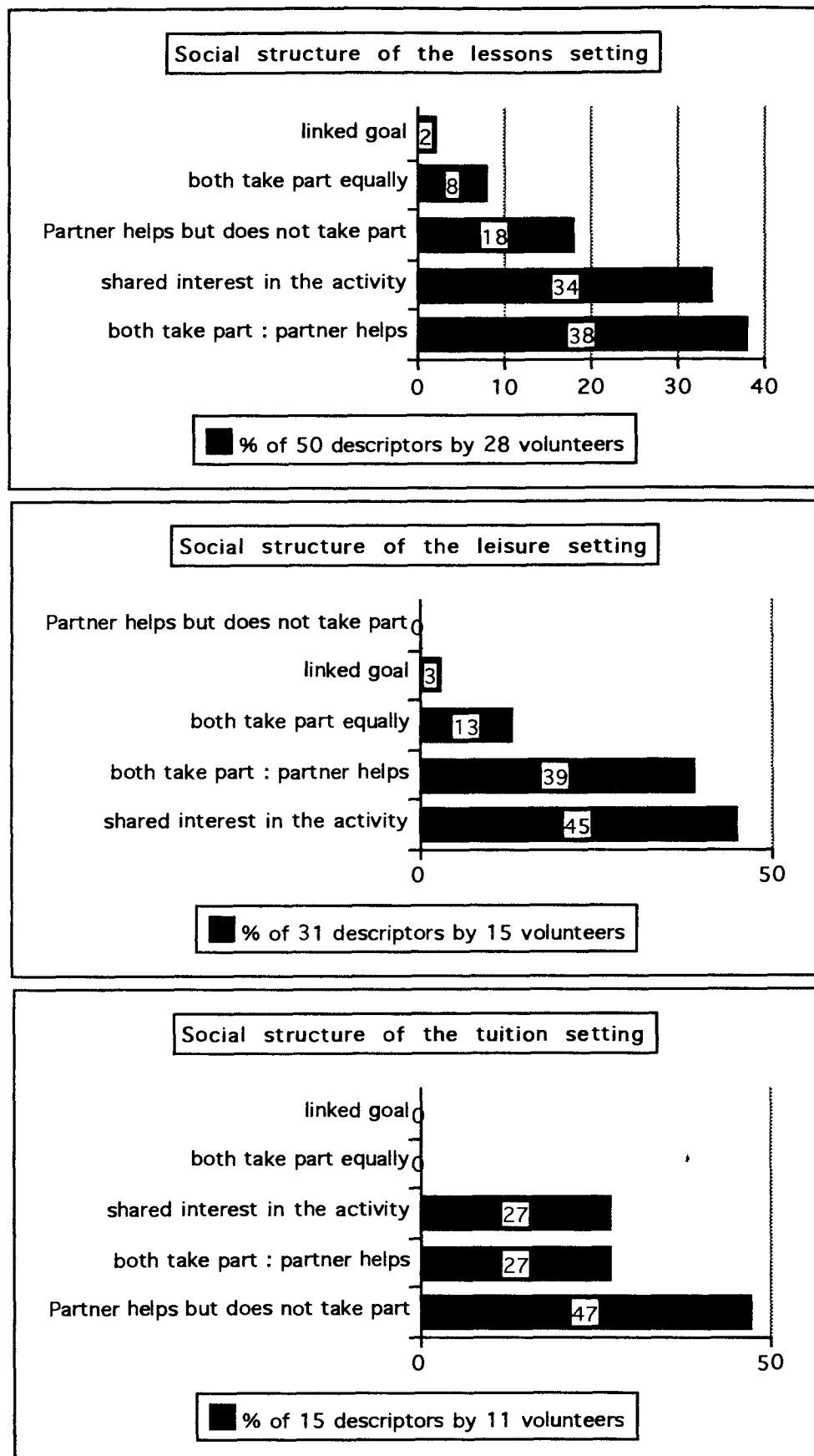


Figure 62 The social structure of three types of activity in the Partners Scheme

Some differences were noted between the three settings. The leisure setting -

taking place at lunchtime in the absence of learning support staff or with minimal support - emerged as a shared set of activities in which both partners joined in and which involved subjects of interest in themselves to all involved. This applied to **all** the activities and included one example of cooperative activity in which students prepared for a drama production.

She's really into it. A lot of them can read and S, I feel that she can't really...she's not up to the same standards as them so I think that if we keep going, if she does find difficulty maybe before or after the drama or at lunchtime, if we could get the work that we're doing in drama we could go over it. If we do the same thing every week, the words for half an hour and understand what we're doing in the script, I think she'll be able to remember it. It's all right though, it's a laugh. I enjoy it. I don't mind doing that. It'll help me, because I don't know what I'm doing.

female volunteer, drama workshop, disabled mother

Volunteers joined in with the activities in a good proportion of the lessons with staff (64%), although only a third of volunteers had a particular interest in the subject. The practical nature of the lessons of the courses for students with learning difficulties made shared activity very easy - students would join in with getting the tasks done, and stop to help their peers when needed.

I've been doing gardening. Yesterday we tried to save a tree's life, get it stood up because it was growing on the floor, so we had to prop it up. And everyone's been digging round the pond and putting the frogs back because we really would like the pond again.

female volunteer, gardening lesson, no previous experience

The more 'academic' lessons - such as literacy, numeracy and cookery theory - provided less opportunity for joint participation and volunteers worked in a more continuous supporting role.

I especially prefer working with more than one person, because you find if you're working with two different people - you can be working with three people at quite a high level, maybe on a slightly more difficult standard of work and then they don't need the help quite so much, but because you've got three people there, you can give them the help they need and they're not all asking a question so often. When there are two, that can be easy as well, because you're talking to two people and they might even choose to do the same sort of work and they can help each other in the work. You can give advice on it. If it's just one person they can suddenly get their head down into it and really understand it and they don't need any help.

female volunteer, basic skills lesson, previous work experience in a day centre

The tuition settings - in which volunteers introduced peers with learning difficulties to new skills such as foreign languages or computing or helped consolidate emerging basic skills - had the highest proportion of non-participation by volunteers, although there was a good deal of shared interest in the subjects. Volunteers were clearly spending their time working with their

peers who have severe learning difficulties on learning skills and not working alongside them on similar activities.

I have to go back time and time again and say 'That's not the key, that's the space bar. This is forward, for example. It needs a space between each word. That's what J. found to begin with. It was the space bar. I drew a line between her words. I would point to the words and then point to the space. Then I left it and she would do a word and then I would point to the space and she got to know the space bar.

male volunteer, computer tuition, no previous experience

Part six

The role of the mainstream students

6.1 The continuum of relationships

It can be assumed that the different social structures described above will influence the kind of relationships that flourish between those involved. A range of interpersonal relationships can be expected from hierarchical relationships with some resemblance those of pupil/teacher or parent / child to social relationships more closely resembling siblings or peer friendships (Cole 1988).

The 54 volunteers made 60 references conceptualising their relationship with their peers who have learning difficulties. These references were analysed and sorted into two sets: references to supporting learning and references to social roles.

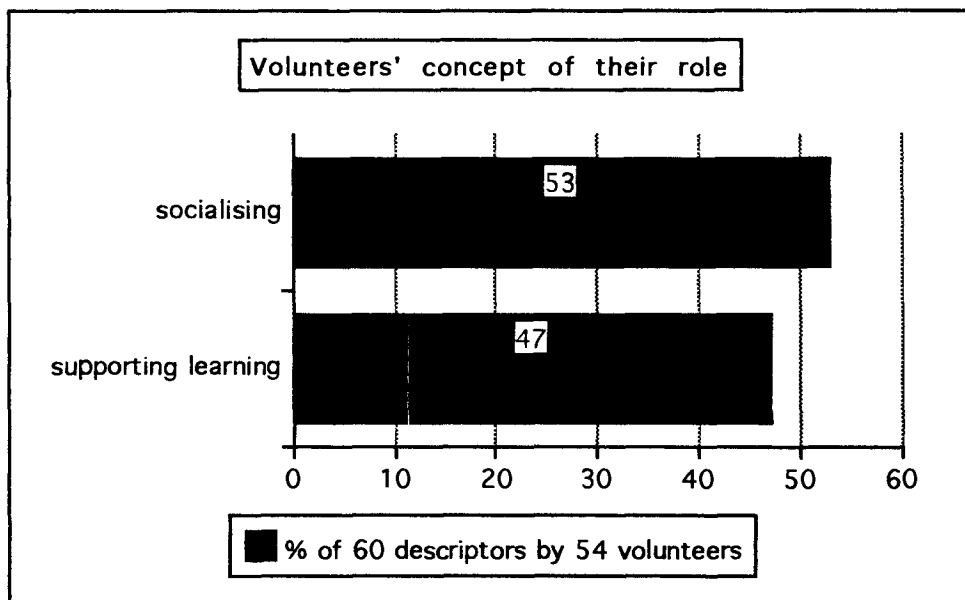


Figure 63 Volunteers' concept of their role during interaction with people with learning difficulties

Looking at responses in detail a continuum was evident - from teaching or supervisory roles; to equal status and purely social relationships, via a more egalitarian facilitating role. The true complexity of real relationships was

illustrated by references to mixed roles generally characterising a level of support for learning within a friendly context. Details of volunteers' responses are presented in Appendix 7.9.

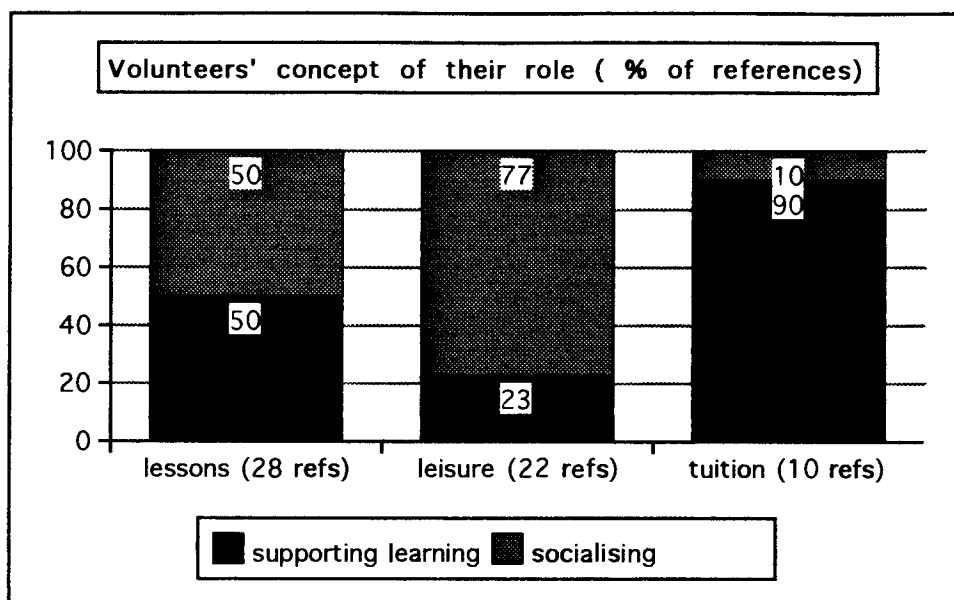


Figure 64 Volunteers' concept of their role in each setting

Volunteers ascribed different roles to different settings. 90% of volunteers involved in the individual tuition setting mentioned their role in a teaching context, compared with half the volunteers working in lessons with staff.

I did feel like a teacher in a way, but at my last school in the French lessons I tended to help other people a lot because I understood more or less first off what was what. So I would teach other people so I'm used to that role, I'm used to teaching people French. But its just, I'm used to teaching people so it felt just natural to be teaching the French. So I felt quite at home.

female volunteer, French tuition, no previous experience with people with learning difficulties

Volunteers involved in the leisure setting made far fewer references to supporting learning, but 77% of references to their concept of their role related to socialisation.

I like it the way it is. Because we just met and we're friends instead of 'Hello, I'm going to accompany you to this. I'm your 'Partner' sort of thing. It's better that we can do it on a friendship basis than on a minder basis.

female volunteer, leisure (aerobics), previously worked with young children with disabilities

6.2 Ways in which mainstream students actually behaved with their peers with learning difficulties

Volunteers' accounts of what they actually do together provide a vivid illustration of the complexity of their relationships and illustrate the way in which

social and tutoring roles are evident in different proportions across the settings.

6.3 Supporting Learning

Volunteers' descriptions of what they do in the Partners Scheme were analysed to show how their actual reported contacts compare with their conceptions of their roles. The 54 volunteers made 258 references during their interviews which gave rich resource. A summary of the data is presented in Appendix 7.10 (a & b)

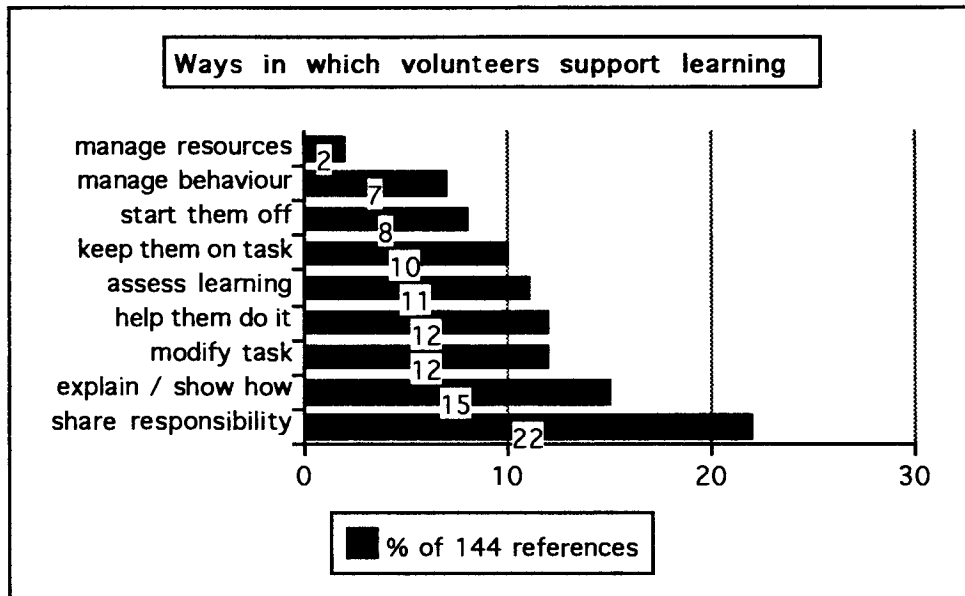


Figure 65 Volunteers' description of their behaviour to support the learning of people who have learning difficulties

This data set was sorted for behaviour relating to helping learning and to social behaviour and subsetting within these factors. Looking at the whole set, there were slightly more references to behaviour associated with supporting learning (145 references) than to socialisation (123 references).

A mix of roles was described in each setting, but very strong weightings were noticed. The 11 volunteers of the tuition setting made 54 references to supporting learning but only 8 references to socialising. In contrast, volunteers of the leisure setting made 29 references to supporting learning but 59 mentions of social behaviour. The lessons setting demonstrated a greater balance between the two roles, with 71 references to supporting learning and 56 references to socialising.

While the dichotomy between roles can be characterised sharply between

settings, in reality there appear to be differences between aspects of each particularly in the ways in which volunteers supported learning. For example, volunteers involved in individual tuition described planning; explaining tasks; maintaining students' attention on the task; working on ways of helping students to learn and checking the students' work.

I used Protex which is a full working package, but it's a lot easier. Usually clarification on it is simpler, especially for a beginner. You can see what you're doing. A person with learning difficulties needs some sort of contrast so that his eyes follow every move. If you change a menu, then he needs to see that it has changed, whereas a lot of programmes, you don't notice that the menu's necessarily been changed, even accidentally.

male volunteer, computer tuition, no previous experience

All these aspects were reported to much lesser extent in lessons with staff and particular aspects such as planning, managing behaviour and assessing work were much less evident. Volunteers were more likely to be sharing responsibility and joining in.

So I was scratching (the clay) a bit and then handing them the fork, you know. That seemed to me to be a good way. If you tell somebody what you want them to do and they don't understand, you can't just keep telling them and telling them if they don't understand, because that's not helpful. So I thought if I was joining in I could do that without interfering with their work. That has been a better way of doing things.

female volunteer, pottery lesson, no previous experience

Volunteers from the leisure settings made fewest references to learning support. No references were made to maintaining interest or checking learning. Their comments were predominantly concerned with starting students off; managing a session in terms of timing; rules and equipment; maintaining sensible behaviour and giving students a hand only if needed.

They could just come in and draw some picture, look through magazines, copy pictures. Because it's not a thing they've got to follow on every week. They can choose what they want. They could come in and do a different kind of thing every week. ... I've got some stuff in the art cupboard from last year, because I'm not doing it this year, so I've got lots of stuff.

female volunteer, lunchtime club, no previous experience

6.4 Facilitation

The analysis revealed that while most volunteers saw themselves as supporting learning in some way, their reflections and their descriptions of their behaviour revealed that many did not wish to be seen as teachers. Another role, that of a friendly facilitator, emerged during inferential analysis.

I think it's more just a basic helper, you know. Because there have been other people

who help teach and other qualified helpers and stuff, but they just see me as a friend more than anything, I think.

female volunteer, pottery lesson, no previous experience

In this role, many volunteers saw themselves not so much as pro-active in helping students learn, but more likely either to set up an activity for students who have learning difficulties to manage, or to make themselves available to help as called on (by the student). Many volunteers used the word 'just' which appeared to qualify any interpretation of themselves as resembling a teacher (ie 'just a helper'). This role is particularly evident in lessons with staff and is characterised by 'starting students off'; rephrasing; joining in and showing what to do; giving hints; and keeping a friendly eye out for their peers.

It's good because you just help. You're not interfering or teaching, you're just helping them basically. If somebody needs the help you're just there. If they get stuck on a question or something, I've found that most people can do the work really quickly.

male volunteer, basic skills lesson, no previous experience

An important part of facilitation is stepping back and allowing students to do things for themselves. Some descriptions of behaviour highlight the non-hierarchical social structure that is common to Partners' interaction, particularly in the leisure and lessons settings. There is an emerging sense of shared responsibility which is described by volunteers as allowing their peers who have learning difficulties to initiate and share control of activities before stepping in to help. This aspect of the social structure is not distinct; it emerges through volunteers' descriptions relating to other behaviours and conceptualisations, but it appears to be a salient feature of the more successful interactions - appearing in a third of references to supporting learning in each of the lessons and leisure settings. It is much less evident in the tuition setting.

I just talk to them like I'd talk to one of my friends. If they have a problem, I ask them 'Do you want a hand with that?', and if they say 'No' I just let them carry on with it. If they need a helping hand I let them ask me for it. I used to step in and help them. I had to stop myself and let them do it. If they can't do it, that's when you help, that's what you're supposed to be doing. I've learned from last year, so now I'm just a friend floating around for anybody who needs help.

female volunteer, art lesson, no previous experience

6.5 Socialising

Friendship and social outcomes are a recurrent theme in volunteers' descriptions of their relationships. Some reference was made to socialisation by almost every volunteer, although 59 % of the 123 references were made by the 15 volunteers of the leisure setting, compared with only 8 by the 11 individual

tutors.

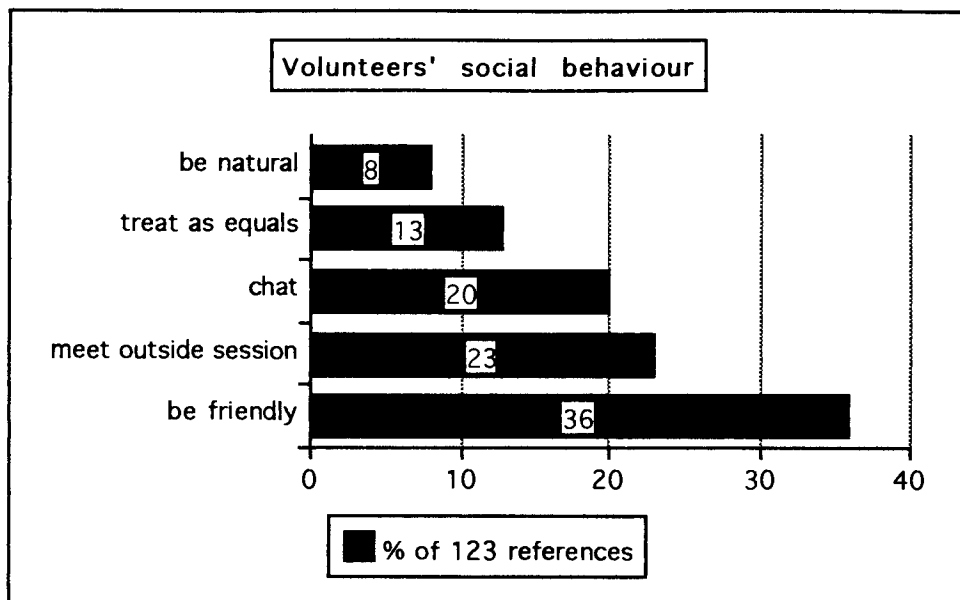


Figure 66 Volunteers' description of their social behaviour during interaction with people with learning difficulties

An interesting aspect of the friendship dimension is the concept of selective friendship; volunteers do not necessarily feel that they will like every person who has learning difficulties that they meet. This provides evidence of differentiated and dynamic attitudes towards people with disabilities.

So what, you might not like some of them because they're people and you don't like everybody, but some of them you get to know and you're really happy with them.

female volunteer, art lesson, no previous experience

The impression given by volunteers of the leisure setting is of normalised same age contacts, characterised by having a laugh together; 'hanging out'; chatting (initiated by both) and a generalised feeling of natural warmth.

J and J really get on well with each other and we ended up dissolved in fits of laughter - it was so funny. I can't remember what we were laughing at, but we all get on really well.

female volunteer, lunchtime club, no previous experience

Volunteers in lessons speak also of hugs and of normalised same-age contact and there is a sense of the friendship developing at the same time as other work-oriented activity is going on. Volunteers' comments are sprinkled with dual-role references such as chatting while working or socialising in the lesson.

When I was in the art group the other day I was talking to D., the boy with the girlfriend in Richmond, and I was talking to him about his girlfriend, but at the same time talking to him about his art. Socialising.

female volunteer, art lesson, family member with physical disability

Many volunteers described a more equal status relationship, in which they said they behaved naturally, as they would with any friend. Almost all such mentions occurred in the leisure and lessons settings, with only 1 made by a tutor.

Not only do I enjoy going as a Partner but I enjoy the actual workshop, so I get to do the two together. Plus it's not really a Partners things any more. We're sort of friends and we all get on as friends. It's not like 'I'm your Partner, I'm here to look down on you for this hour and make sure you don't muck around,'. It's more joking and mucking around.

female volunteer, circus skills workshop, parent teaches in special education

Tutors' behaviour gives the impression of being on task and less likely to be diverted by socialising and far fewer references were made to social contacts in the lesson. The few mentions of social behaviour reported by individual tutors were more passive - such as smiling and saying hello.

6.6 Extending contacts

One of the desired outcomes of the scheme is to extend the social network for students who have SLD. Not only is it hoped that volunteers will become friends with them but that a 'cascade' process will open the doors to further contacts both outside of the session and between the friends of all involved.

When it came to charting possible meetings between volunteers and students who have SLD outside their normal sessions, the leisure setting emerged as most successful in this respect; 12 of the 15 volunteers in this setting referred to additional contacts. References to additional contacts were also made by 13 of the 28 volunteers involved in lessons with staff but by only 3 of the 11 individual tutors. The most common contacts were informal meetings around college in which volunteers reported that they would stop and say hello.

Yes, I see them all around college and it's really nice. They feel really comfortable coming up and talking to me. Even if I'm with other friends they all come up to me and talk about music to me and it's really nice.

female volunteer, singing workshop, no previous experience

A couple of students had lunch together when they met informally in the canteen.

If you walk into the canteen and see a friend from one of your A-level classes you say 'Hi, do you mind if I sit here and have a conversation and eat lunch?'. It's the same with somebody from this course. I saw L ... I saw her last term because we all met in the foyer before we went off to the centre. Lisa was there and I chatted to her then. So I saw her in the canteen, and the same thing. I was kind of worried about whether I would be able to do that, but there was no problem - I didn't need to worry.

female volunteer, pottery lesson, no previous experience

Several would meet each other on the bus or in the local area.

I was on the way back from college. You know that little slope before you get to the pelican crossing? Just there. ...and he said he was just coming from college. He told me he was in on Mondays and he was on Tuesdays at the Apple Tree Cafe as well. I said I'd pop in one day and see him.

female volunteer, lunchtime football, no previous experience

Two volunteers who represented their tutor groups in cross college committees would meet up with tutor reps from the SLD courses to go together. Another fruitful time for meeting up would be when students were on the way to classes of the Partners Scheme; students would bump into each other and go together.

...because you get a chance to talk to them while we're changing and waiting around. Like on the way there we have a chat and that she's quite chatty on the way there and on the way back from aerobics... Yeah, it was like it was really cold outside so you talk about the weather

female volunteer, aerobics class, previous experience with SLD children

Individual tutors were much more likely to feel reserved about making additional contacts.

I saw her in the Refectory today but I didn't know whether to go up to her or not. I really don't know whether she will recognise me, whether she'll remember who I was. So I didn't actually go up to her but I felt afterwards that I should have done. I still don't know how to treat her.

female volunteer, French tuition, no previous experience

There is a sense that they do not know their peers well enough to chat outside the class, at least initially.

I would stop and say hello, but I don't know her or anything about her, so I don't know if she'd have anything to base a conversation on.

male volunteer, guitar tuition, no previous experience

I'm more of a helper because I wouldn't say I was a friend yet, because she does look to me more like a teacher. I want to be more on a one-to-one kind of basis. I don't know whether they doesn't think of me like that. She kind of - although she talks to me and stuff - but if she kind of does something or whatever, she'll kind of look embarrassed as if to say 'I shouldn't really have said that' or something.

female volunteer, computer tuition, parent works in special education

6.7 Mixed roles

In contrast to the differentiated relationship profiles above, volunteers across all settings agreed that the roles they adopt in the Partners scheme can be mixed, and many comments related to the social/participant versus teacher/supporter

dichotomy.

I think that a lot can be made out of the activity by having a laugh with them but at the same time making them see the serious side eg taking care when crossing the road.

male volunteer, shopping lesson, own dyslexia

Two volunteers had experience of trying more than one setting. Their comments on the difference between settings was particularly useful, confirming the differences in social climate in each lesson.

Snooker is much more relaxed than the art lesson. It's not the same, you're playing snooker. This is art, you're getting down to serious business, having serious fun. Not just hitting a couple of balls. It's just different, it has to be.

female volunteer, snooker, changed to art lesson, no previous experience

Volunteers have developed differentiated impressions about their SLD peers as displaying different characteristics in different settings, rather than maintaining a static view of them:

Yes. I think within the workshop you can see the people's characters more clearly. It's interesting to see how they are different. J - actually I was surprised, because he was really interested in the music lesson, where I thought he might be a little bit cheeky. You know what he's like.

female volunteer, music lesson, changed to circus skills, parent teaches in special education

Part Seven

Plans for the future

7.1 Continued contacts

Volunteers made 33 references to plans for continued contacts with people who have disabilities in the future - both in the short and longer term. These are presented as Appendix 7.11.

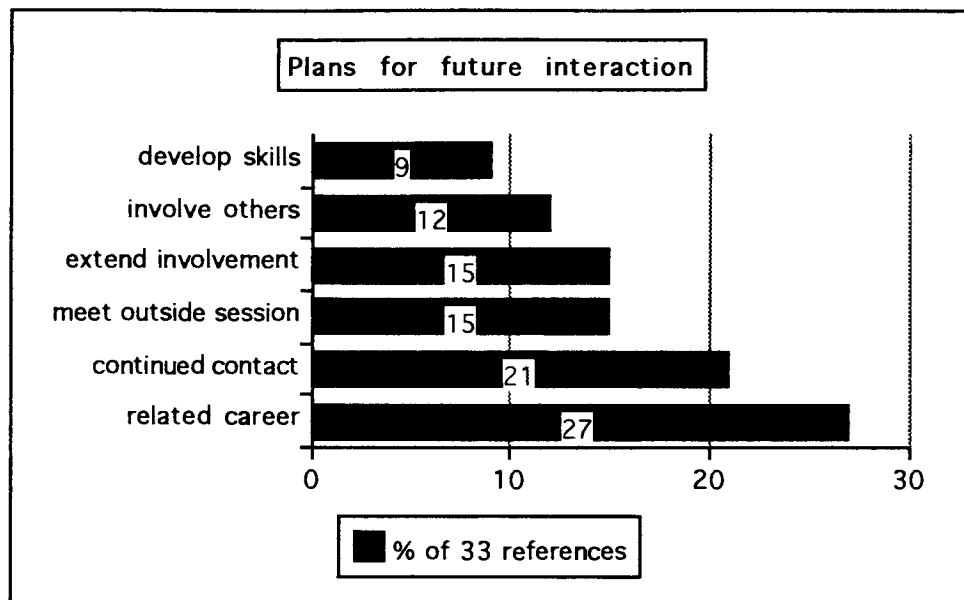


Figure 67 Plans for continued contact made by current volunteers 1994-1995

A few individuals described plans to learn relevant skills (e.g. Makaton) which would help communication with their peers with learning difficulties and plans to involve others. Several planned to bring friends along to the scheme - for example to the cafe.

When considering the future, a third of leisure partners planned to become involved in similar projects, compared to 18% of individuals tutors and no others.

When it came to mentions of ways in which volunteers' future careers may involve continued contacts with people who have learning difficulties, around 20% of students in each of the leisure and lessons with staff settings envisaged some kind of professional contact in the future, compared with only 1 of the individual tutors.

Part Eight

Benefits and enjoyable factors identified by the volunteers

8.1 Benefits for the volunteers

54 volunteers made 144 references to benefits and enjoyable factors emerging from the Partners Scheme. The points made are summarised in Appendix 7.12.

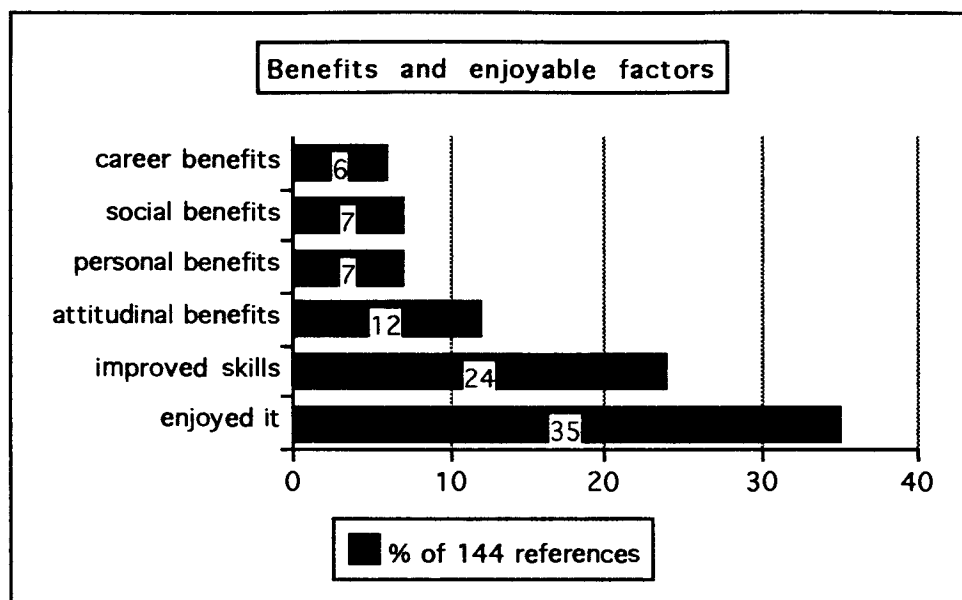


Figure 68 Benefits for themselves identified by volunteers of the Partners Scheme 1994 -1995

Enjoyment

The most significant positive factor that emerged from this data is the fact that volunteers said that they enjoyed the experience; almost every volunteer mentioned some aspect of the scheme that was enjoyable and half of all benefits referred to simply having a nice time in one way or another. These aspects are described in more detail later in the section.

Improved communication skills

The next most frequently mentioned benefit was an improvement in communication skills, which volunteers saw as invaluable in making integration work. Unusually, the highest proportion of change was noticed among individual tutors (in a third of references to benefits) while similar benefits were mentioned in just under a quarter of references in the other two settings.

Changes in communication behaviour related to practical, problem solving strategies such as using Makaton sign system, more effective body language.

She does get really frustrated because she can't say anything and she's got very limited signing. So you can say some things, but other things she'll never know... So that's difficult. Things like just smiling and thumbs up, or whatever and facial expressions that she understands. If you see her and you give her a massive smile, she'll smile back. She understands that, so that's the way. I make sure I do a lot of body language with her when I'm with her so that she can at least understand feelings and what everyone's saying - the kind of tone that I'm saying it in.

female volunteer, basic skills lesson, previous Lourdes volunteer

They also related to attitudinal factors such as the desire not to appear patronising or excluding of others.

It's common courtesy that you don't talk about something that other people in the room aren't going to understand. You talk to everybody, you don't talk as if they're not there.
male volunteer, cafe, no previous experience

Volunteers were willing to consider the effect of their communication and to simplify their language, or simply be content without smooth conversation.

Yes, I think with L., you just sort of be with her and the things that are going on we do together and you know, the words that come are to do with the things we're doing, that are sort of there in front of us. That's sort of how the communication is.
comments from female volunteer after one term of interaction, aerobics class, previous experience with SLD children

Communication was an area of concern before starting the scheme and remained so after interaction; it is clearly an area in which volunteers may need to change behaviour in order to maximise interaction. The changes demonstrated the influence of attitudes on behaviour as volunteers struggled to accept their peers as they are - without forcing an unnatural flow of conversation yet making available a broad range of communication strategies in an adult context.

Other benefits

18 references (12% of the total) related to attitudinal changes that volunteers felt had benefited them, for example in developing greater understanding and appreciation of the issues surrounding disability.

11 volunteers felt that the experience had enhanced their personal development in terms of self-esteem and confidence; they felt good about themselves as a result of the interaction.

Other benefits mentioned by volunteers include the social benefits of making friends (10 references), the enjoyable contrast between the activities of the scheme and their own lessons (11 references) and career benefits such as introducing them to possible career options or enhancing CVs or records of achievement (9 references)

8.2 The influence of setting

There were some differences between perceived benefits accruing to each

setting. Each volunteer working with students in their lessons mentioned at least three benefits or enjoyable factors; leisure volunteers mentioned at least two. While volunteers working in a tutor role also described many benefits and enjoyable factors, these accounted for slightly fewer references per person.

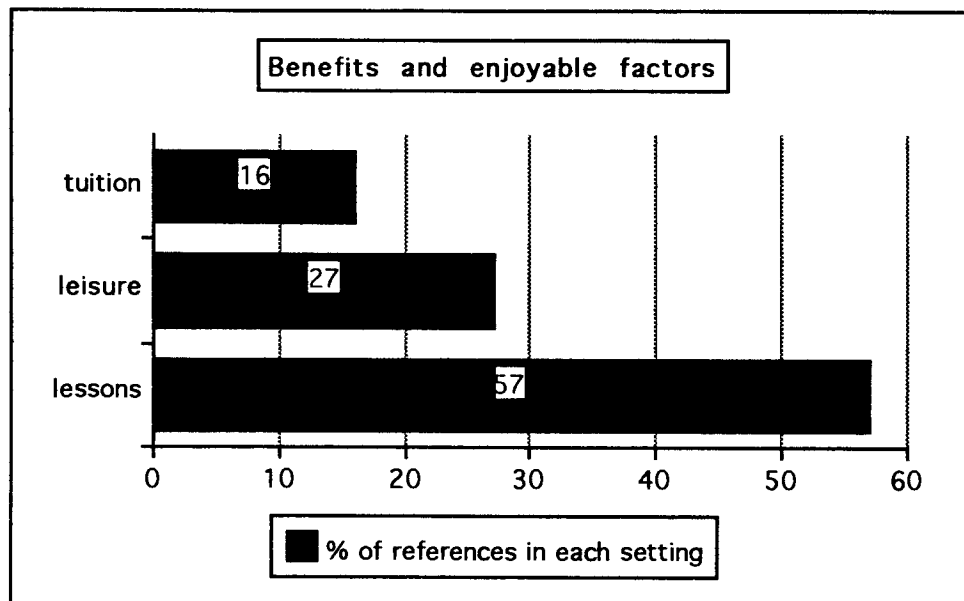


Figure 69 Proportion of benefits and enjoyable factors mentioned by volunteers of each setting

Looking further into the data and separating the enjoyment from the perceived benefits, it becomes clear that volunteers from the lessons and leisure setting did enjoy the experience much more than the tutors. Only 17 of references made by volunteers working as individual tutors concerned actually liking the experience, whereas they accounted for more than a third of references in the other two settings.

Generally having a good time accounted for many of these references; the scheme was seen to be fun and a good use of time. Volunteers working in lessons enjoyed the activity itself more than the others (12%) compared with 8% of leisure partners and only 4% (1 student) of tutors. Conversely slightly more leisure partners mentioned enjoying the company of the students than did volunteers in lessons. (13 -8%). No tutorial partners mentioned the company of the students as a benefit. Finally, the working environment was also mentioned as enjoyable by similar proportions of leisure and lesson partners (4 and 5%) ; they enjoyed the fact that those involved were seen as individuals in a helpful atmosphere, rather than being treated en masse.

Differences also emerged in the type of benefits mentioned by volunteers of each setting, except in the area of attitude change benefits, which were more equal.

21% of references to benefits made by (5) volunteers working as individual tutors related to a sense of achievement in their interaction, and mentioned improvements in self-confidence associated with this. Only 1 leisure volunteers echoed this sense of achievement although 5 volunteers from the lessons setting referred to this benefit.

Social benefits were suggested by 7% of volunteers overall. Those who did mention them were from the lessons (mentioned made by 7/28 of volunteers) and leisure (3/15 volunteers). No social benefits were mentioned by tutors.

Four volunteers mentioned improved communication skills to be a benefit to them. These were spread across the three settings, with two of them coming from the leisure setting.

Leisure volunteers enjoyed the contrast from their own courses the most ; 4/15 volunteers from this setting mentioned the way in which the experience was a relaxing break from the pressures of the rest of their week, as did 6/28 of those working in lessons. Only 1 of the tutors mentioned this difference as a benefit of the scheme.

Volunteers from lessons and from the tuition setting mentioned more benefits relating to future careers more than did the leisure volunteers. 6/28 of those in lessons felt that it would help them in this way and 2/11 tutors, but only 1 leisure volunteer mentioned such a benefit.

Part Nine

Problems experienced by the volunteers

The purpose of this analysis is to identify ways in which the Partners Scheme was problematic for mainstream students, the causes of these problems, and the extent to which they were solved. Practical guidelines emerge from the analysis.

All 54 volunteers in the 1994 -1995 cohort were given the opportunity to

describe problems they encountered. Open ended questions (How has it been going ?, How have you been getting on with the students ?, Has it been OK for you ?) gave volunteers the chance to describe both benefits and problems. Hierarchical focussing ensured that issues of student characteristics, the relationship, enjoyability, logistics and personal issues were addressed. Special problem solving interviews were conducted with volunteers when appropriate, in which opportunities were given for volunteers to describe events, activities, interactions, logistics, personal issues and support mechanisms and to make suggestions for change. Each volunteer was also interviewed on leaving the scheme and given an opportunity to describe any problems that may have contributed to ending their commitment. 32 volunteers ended the commitment during the year and 22 volunteers continued until the end of the year.

9.1 Analysis of the data

All problems were sorted into those connected with the scheme and those attributable to reasons beyond the scheme. Each of these two data sets were subdivided into problems that eventually caused the commitment to end, and problems which were solved. Some respondents referred to more than one problem.

Data was analysed descriptively. Data displays show the number and percentage of references made in each problem category. Finally, data was organised to show the different proportion of each problem arising in each setting.

9.2 Problems unconnected with the scheme

Not all the reasons for leaving the scheme were seen by the volunteers to be related to problems. This analysis separates problems that are attributable to the scheme from those that are not. A summary of problems not attributable to the scheme is in Appendix 7.13

The majority (87%) of the 32 volunteers who left during the year cited reasons for leaving the scheme that were associated with problems external to the Partners Scheme. More than half cited course work or exams as the reason for

leaving. 32% of those who left attributed the reason to other factors external to the scheme, and 11% of commitments ended because of factors relating to a student with learning difficulties but not relating to the scheme. While it is possible that volunteers gave reasons for leaving that may conceal other factors, patterns of retention are consistent with the pressures of course work and examinations (See Section 1.2 Reasons for leaving the scheme)

Changes in circumstances made it impossible for two volunteers to honour the commitments they had made. In each case it was possible to make changes which enabled the volunteer to continue.

9.3 Problems which relate to the scheme

Only 12 % of the reasons cited by volunteers for leaving the scheme were attributable to the Partners Scheme (4 references). Two volunteers ended their commitment when the SLD students they were partnering dropped out. In one of these cases the student concerned decided to stop going to her aerobics class. In the other, the student with SLD behaved in a capricious way - being alternately friendly and cool and being irregular in her attendance. On one occasion she was verbally abusive to the volunteer, who decided to leave the scheme. The SLD student's behaviour in the Partners activity was consistent with her behaviour at other times and was seen as a personality variable rather than a result of the particular relationship with the volunteer.

Two volunteers ended the commitment because of reasons to do with the scheme. One, who spoke little English, did not realise that the computer support he was offering was to be unpaid. Another student, a young man with mild learning difficulties himself, found that working in the cafe did not interest him in the way he had hoped.

Most of the problems mentioned by volunteers were able to be solved or adapted without ending the volunteer's involvement with the scheme, although in some cases the individuals or the activities had to change.

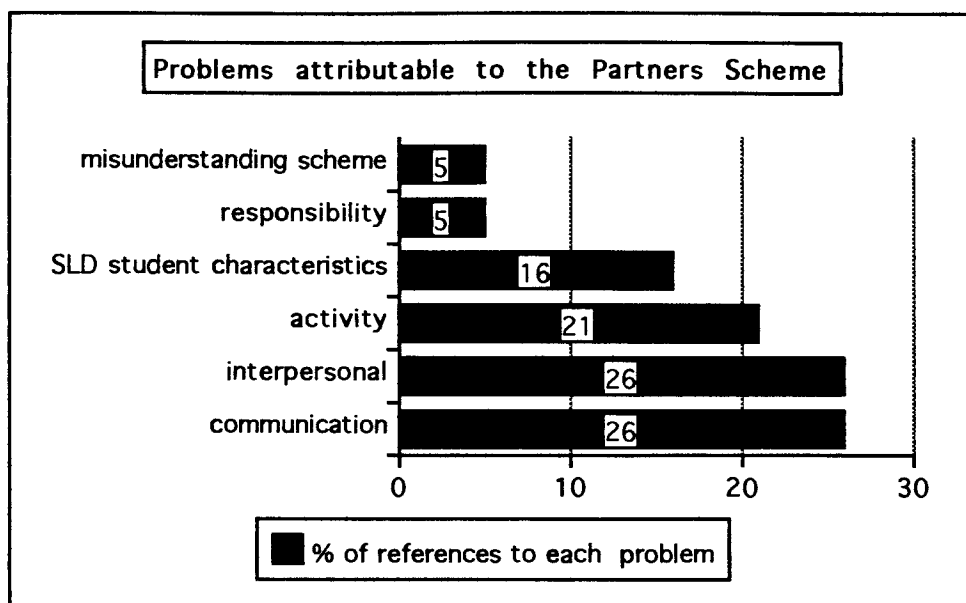


Figure 70 Problems attributable to the Partners Scheme

35% of the 54 volunteers encountered and solved some kind of problem. References were sorted into six factors, each relating to a small number of individuals (maximum 5 in each). In fact, each problem related to a specific incident or relationship and, while common issues can be identified, it is recognised that each problem arose from a complex set of circumstances.

The most common problems were associated with interpersonal issues and communication, each of which accounted for 26% of the references to solvable problems.

Volunteers have commented elsewhere (Section 4.2) on the way in which students who have severe learning difficulties behave naturally, not hiding their emotions in the way that most young adult do. This led to problems on three occasions: a fight, a sexual overture and tears,

There was one incident that I didn't really know how to cope with I got a bit worried for a day or two ... It was just a relationship with one of the pupils. She started crying and I didn't really know whether I should comfort her or just say 'Come on, let's just carry on.'
female volunteer, tuition (singing)

All the communication problems related to SLD students whose ability to speak was impaired.

I mean, you try and bring up different topics and see if they pick up, it is very hard. And sometimes you say something which they might be interested in or you said it too fast and you feel that maybe they were just not interested in what I was saying or whether they had not understood me.
female volunteer, lunch setting

Volunteers working with students with poor verbal communication skills described feelings of inadequacy or even guilt or panic about their attempts to converse.

...he wasn't talking and he was the quietest person in the room and I thought 'Oh no, this is because of me, oh God, what have I done ?'
female volunteer, lessons setting (cafe)

Three volunteers identified problems arising from characteristics of their peers with learning difficulties. One was frustrated by the distractibility of the student she was tutoring. . A volunteer who tutored a student in guitar playing found it problematic that her physical coordination problems made it difficult to hold down chords. A volunteer who tutored a student who has learning difficulties in French had difficulty explaining the concepts she had planned, finding that the student did not understand her.

She'd see a picture of a tea pot and say 'Yes I know its a tea pot, do you think I'm stupid?' But what we were trying to get out of her was to say it in French, but she didn't realise that. So it was quite difficult to know how to go about it without making her feel that she's stupid.
female volunteer, tuition setting (French)

The activity itself was seen by two students as the cause of problems. Two volunteers found they were bored - not having enough to do in a basic skills class. Two other students felt that their activity was too long. In one case an hour was too long to sustain conversation over lunch. In another, both volunteer and SLD student felt that the circus skills club was too long.

I think S. could do with just doing the half hour, really. Because after the hour he's got frustrated in a way and a bit bored. I think it's just a bit much for him. Sometimes I think 'Oh, it's twenty-five past, I wish I could get out of here in five minutes because I'm tired, it's the end of the week,' sort of thing. I think it's the same for him, really.
female volunteer, leisure setting (circus skills)

One volunteer, a Spanish speaker, responded to a Partners vacancy to tutor a young woman in Spanish conversation. At his first support meeting it emerged that he had not expected her to have learning difficulties, having misunderstood the initial enrolment briefing. He had hoped that the benefits would be more mutual.

9.4 Differences between settings

The first part of this analysis ('no fault ' problems) is by its nature concerned

with reasons beyond the scope of the scheme. It is therefore not likely that setting would be an influential factor, except in:

- a) the extent to which the activities of the scheme may be able to compensate for other, external factors, and
- b) the extent to which particular activities are sufficiently flexible to respond to changes in circumstances.

Data was organised to show the proportion of references made to each type of problem in each setting (Figure 71, below).

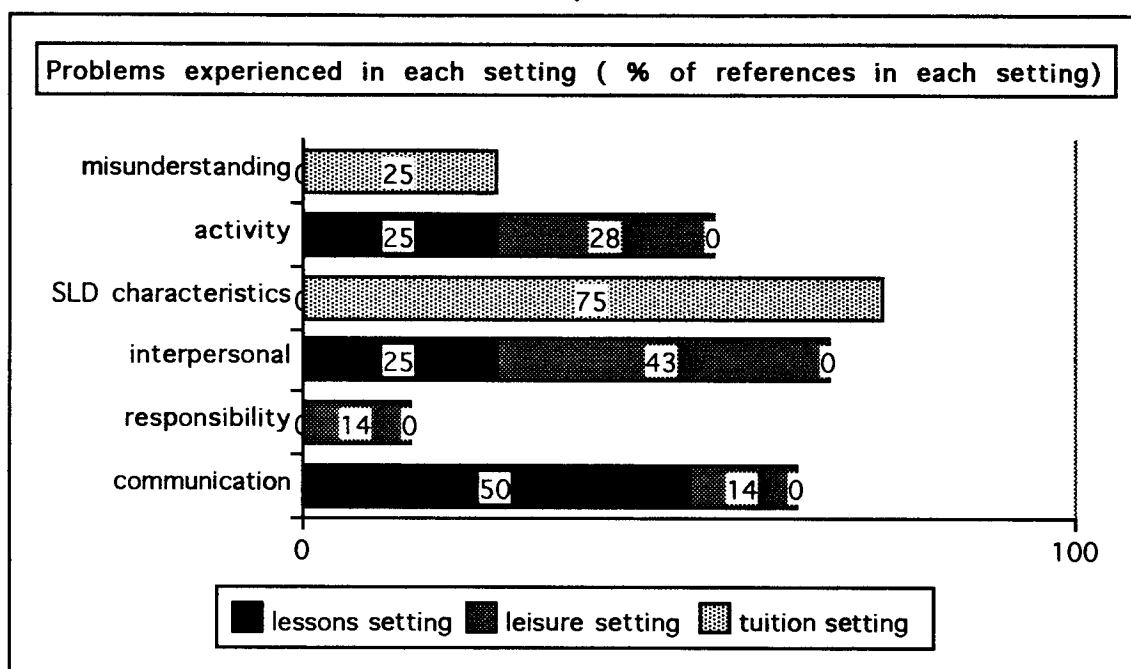


Figure 71 Problems experienced in each setting

Volunteers in the lessons and leisure settings shared similar problems in different proportions. The majority of problems in the two settings were concerned with either the activity or the relationships between themselves and their mainstream peers. Communication was the most frequently mentioned problem (4 references) in the lessons setting; two volunteers found they did not have enough to do and two had problems in knowing how to respond to student overtures. In the leisure setting, fewer difficulties in communication were reported but there was a greater incidence of interpersonal problems - particularly in managing behaviour and a concern about the structure of the session. A worry about being responsible for SLD students was raised by one volunteer. Volunteers in the tuition settings described no interpersonal or communication problems, and did not identify the activity itself as causing any

problems. Their predominant concern was with the learning characteristics of the students themselves and the challenges these presented to the tutor. The issue of misunderstanding is unlikely to have been affected by setting.

Part Ten

Discussion of the findings

10.1 Enrolment and retention

Practical implications of the data led organisers of the scheme to delay enrolment into the Partners scheme for 1995/6 until after main student enrolment, so that students had finalised their course commitments and could make realistic choices. Poor retention among students who have learning difficulties demonstrated a need for improved support systems for these students, and better information about the demands and expectations of the scheme for them. Students who have learning difficulties may be best advised to volunteer for lessons with staff, the setting that offers the most continuous support and guidance.

However, it appears unlikely that the setting was a great influence on retention in the early weeks. No setting demonstrated disproportionately poor retention: volunteers who left this early were unlikely to have been put off by the activity, and the reasons for leaving appear to be associated with factors unrelated to the activity for which they enrolled.

10.2 Motivation

Students were asked about their motives for joining as part of their interview and enrolment into the Partners scheme; this may have distorted the data, as students may be likely to emphasise the benefits for the students with learning difficulties and play down the rewards they hoped to gain for themselves - intrinsic or extrinsic.

It is hoped that the fact that students with some experience of disability were slightly more likely to cite identified reasons for joining the scheme relates to the development of positive attitudes towards the rights of people with disabilities to access provision. Contact with individuals who have disabilities may lead to the development of beliefs about equality of opportunity which, in turn, may suggest behavioural outcomes such as joining a volunteering scheme.

It was an intention of the current study to show whether students who join the scheme because of more intrinsic motives were less likely to drop out and more likely to enjoy the scheme and be pro-active within it. The comparison of the retention of committed and of poor attenders does not support this idea. Patterns of motivation were similar for each group and both groups accounted for fewer citations of integrated motivation and for higher proportions of identified regulation.

The lack of differentiation between motivational styles among the committed and poor attenders leads the researcher to discount the effect of motivation on attendance. The reasons for leaving given by the poor attenders were mostly unconnected with the scheme and it is likely that attendance was affected by other process factors. The attendance of volunteers who were well motivated by intrinsic forms of self-regulation was likely to have been affected by benefits and problems which related to the events and personalities of individual circumstances, which are examined later.

10.3 Attitudes before Interaction

It is reasonable to suppose that someone who volunteers for a peer support scheme will expect good things from it - otherwise, why volunteer ? It appears that volunteers looked forward to mixing with social and motivated peers. At the same time, volunteers expected that students who have SLD would need help because they are like children and lack skills. The perception of people who have SLD as dependent in this way would logically lead volunteers to expect to be responsible for dealing with their peers' problems, perhaps looking after them in some way. It is not surprising that everyone reported feelings of nervousness and worries about coping. The comments made by volunteers at the start of the scheme, combined with worries admitted to later, show how these two strands - positive expectations and worries about responsibility - weave together.

A high proportion of volunteers new to the Partners Scheme in 1994/5 declared some previous experience of disability. While this experience is likely to have been an influential factor in motivating them to join the scheme, the actual contacts they had made did not provide the majority with practical experience of interaction with young adults who have severe learning difficulties. Perceptions

about the skills and attributes of SLD peers were therefore not sharply differentiated between groups, although relatively experienced volunteers were less glowing in their praise of expected social characteristics. Worries and practical concerns were a major issue for both groups.

The major difference between the groups was in the stated willingness to perceive peers with disabilities as varied individuals and an awareness of the importance of an open mind and positive attitude when approaching interactions of this kind.

10.4 Attitudes after interaction

Volunteers became very aware of changes in their attitudes towards peers who have SLD. The trend they describe is the result of getting to know individuals who lose their stereotypical characteristics and emerge as differentiated people with strengths and needs who can be liked or not according to the way they respond. Volunteers do not lose sight of their peers' learning difficulties: these obviously remain salient features, particularly in a learning environment. After interaction, however, students' perceived difficulties are balanced by a realisation that, given support, students can learn, and that they do possess skills and talents. The perception of students as social and motivated individuals who are good company is confirmed but passive and childlike traits are not noticed by volunteers in real interaction; these are replaced by descriptions of mature and receptive qualities. Negative impressions of personality relate to specific individuals and are not applied as stereotypes.

This process feels dynamic and realistic and evidently enables the volunteers to make an attitudinal shift, away from a deficit model which gave rise to their own feelings of inadequacy in coping and towards a consideration of the implications of disability for those involved. This process leads to a more realistic assessment of the principle of integration and to a practical appraisal of the mechanics of working together.

Setting does appear to have an effect on the way in which students who have learning difficulties are perceived - perhaps because each setting provides different opportunities for characteristics to be seen and different challenges to be met both by students who have SLD and their volunteers. In the leisure setting, students who have SLD are afforded the opportunity to show their

friendly personalities and to relax their 'sensible' behaviour. The tuition setting highlights their difficulty in engaging in learning and their reliance on support in this intense, 1: 1 learning environment, but also allows them to demonstrate abilities when the support is forthcoming. The lessons setting appears to combine the best of all opportunities: to demonstrate skills, motivation and the ability to learn, given support by the volunteer under the expert guidance of the teacher and also to reveal social qualities in a relaxed and co-operative group learning environment.

10.5 Attitudes towards integration

Attitudes towards integration are most important; they relate to issues of access for people who have learning difficulties which, if translated into behaviour, will make a difference in whether opportunities are created or denied for them. If young adults believe that their peers who have SLD can share activities with non-disabled people, it can be supposed that they will be more likely to support them, both in the short term (playing snooker together) and in the long term (as employers, teachers, friends).

Getting to know peers who have SLD gave volunteers an opportunity to find out whether integration can work and to engage with the real problems raised. Success was very rewarding and confirmed volunteers' perceptions of the worth of the endeavour - to the extent of wanting to involve others and extend the experience. The problems arising from integration were seen, to some extent, to relate not just to people with disabilities but to many young people in college. Volunteers were willing to actively engage with the practical issues involved in making integration work.

Working with a peer who has severe learning difficulties in an educational context made some volunteers, especially those in the tuition setting, aware of the difficulties of enabling their peers to join in. These reservations were presented in the context of conditions that should be in place: volunteers thought about issues of organisation and accessibility. The leisure and lessons context were seen as more workable settings for integrated activity. The activities of the former setting made the students' difficulties less obvious and in the second the structure and shared support available made the activities appear more possible.

10.6 Social structure

Many of the activities of the Partners Scheme have features of a cooperative social structure as students work together on activities of common interest, although students lack common goals which they must achieve together. It can be argued however, that the students who have learning difficulties need the support of the volunteers to help them achieve their goals and that the volunteers rely on the presence of students with learning difficulties in order to achieve their own goals of being supporters. So, in that sense, the social structure relies on their inter-linked motives.

Some activities provide more opportunity than others for students to work cooperatively in terms of the practical tasks to be done and the level of support required by students with learning difficulties. Practical activities provide greatest opportunity for heterogeneous students to work together without great disparity in skill, so that students can spend some of the time working independently of each other on similar activities - coming together for mutual support as needed. Academic lessons are less easy to organise for joint participation. The role of the volunteer in this setting is to facilitate his/her peer who has learning difficulties to carry out a task appropriate to that person, rather than to work at his/her own level, and where the demand for support would be such that there would be no time for the volunteer to carry out such work.

The analysis of three volunteer settings showed that the leisure setting offered maximum opportunity for shared interest and participation and the lessons with staff offered the same in most contexts apart from academic work. While the tuition setting involved much shared interest, the intensity of the support required prevented participation by the volunteer in many cases.

10.7 The role of the mainstream students

Volunteers' description of their roles in the various settings of the Partners Scheme add to the emerging picture of differentiated outcomes. Reflections of volunteers who were involved in more than one setting were consistent with the overall picture.

Individual tutors see their relationships in a predominantly teaching context but the blossoming of friendly relationships is evident in many of the descriptions of the other volunteers. Volunteers choosing leisure options see their role as mainly equal and social and lessons with staff combine socialisation with the

facilitation of learning. The ability to develop selective friendships is an important step in the breaking down of stereotypes, so that volunteers accept or reject individuals as friends depending on the person. This demonstrates a realistic, differentiated view of people who have disabilities.

Equal numbers of volunteers across the settings acknowledge the dual roles that learning and friendship dictate. These two aspects match closely with the dual aims of the scheme, which are to extend opportunities for students with SLD to learn and to extend the social network.

Supporting learning is only one aspect of what happens in class between partners and their peers who have learning difficulties and although it is important and well thought out by volunteers, it is balanced by social contacts and joint endeavour. In this analysis, volunteers in the tuition setting are more focussed on maintaining the task than on relaxing socially.

The character of learning support in lessons feels different from that in tuition sessions, as volunteers in the group sessions describe a facilitating role in which the initiative for stimulating and checking learning is less of a feature. In lessons with staff, it is the staff who plan and organise the lessons, leaving volunteers able to concentrate on specific tasks with limited responsibility. This leaves the volunteers free to support individuals without the responsibility of managing behaviour or sustaining the activity - tasks that would be picked up by staff if they arose. Tutors have sole charge of the management of their sessions; the support they receive from staff is before and after the class and responsibility rests with them for making learning happen at the time.

Volunteers in leisure settings also work with peers who have learning difficulties in the absence of staff of the learning support section and may therefore be expected to act as if they are responsible for students. Their comments showed that there was no need for them to keep students' interest: if a student wishes to stop playing snooker, there is no pressure for him/her to continue. Leisure volunteers appeared to spend time managing and facilitating the actual session. The comments concerning behaviour management can be explained by the sometimes anarchic nature of a lunchtime snooker session.

The relaxed nature of the leisure setting undoubtedly helps to develop the

relaxed social behaviour reported by such a large proportion of volunteers. In leisure settings, the pressure is off the volunteer and the student who has learning difficulties. No effort needs to be made to divert attention away from chatting and onto work. Having a laugh is very acceptable, although reasonable behaviour is still expected. The lessons show a good proportion of friendly relations building up through the medium of the activity of the lesson and there is a comfortable sense of a relaxed learning environment in which social contacts are sanctioned. Once again, tutoring sessions come across as less productive of friendly relationships; the intensity of the learning support either overrides the impulse to chat, or prevents social relationships from forming.

10.8 Plans for the future

Mentions of plans for the future came up frequently during interviews with volunteers and there appeared to be an expectation that the scheme was not just a one off venture. Plans were diverse and not easily quantifiable, but there was great consistency in the spread of results across the three settings. Leisure partners appeared most likely to think of plans for further involvement and individual tutors least likely - with volunteers in lessons somewhere in the middle. It may be that tutors have a more bounded concept of their role, as a specific and finite activity, whereas the other activities may provide more flexibility and potential for development.

It was beyond the scope of this study to check whether volunteers really did act on their plans for the future. However, Chapter Six has charted the contacts made by a previous cohort of volunteers, the subjects of the quasi experimental study of 1993-1994, and compared the results with those of a matched reference group of the same year and the plans suggested by the cohort of this chapter are very similar to the real outcomes of the 1993 -1994 group..

10.9 Benefits and enjoyable factors

Volunteers clearly enjoy the Partners Scheme and can identify benefits for themselves in the experience - particularly in terms of having a good time. They can identify ways in which the scheme provides them with beneficial knowledge and skills as well as an opportunity to do something different that is also useful for the future.

Volunteers who work without direct supervision (i.e. those in the leisure and tuition settings) have the greatest opportunity to be proactive in organising and maintaining sessions. When it goes well, this challenge gives them a great sense of satisfaction and a sense of time well spent. Individual tutors found the experience purposeful but less fun in itself. Leisure volunteers found greater rewards in terms of having a good time and enjoying the company of students who have learning difficulties as well as appreciating the contrast with their other students.

Volunteers from lessons with staff - having less autonomy and more support - were able to make positive comments in all areas and appeared to have enjoyed being part of a student centred experience which enhanced self esteem and was fun in terms of the activities undertaken and the company.

10.10 Problems

The Partners Scheme is flexible by design because it is recognised that students are subject to demands - particularly of exams and course work - that are likely to affect their commitment to the scheme. There are differences among the various courses in patterns of assessment and differences among students in managing the demands of their course work and exams. At enrolment, volunteers cannot predict how they will manage their time during the year or how they will cope with the stresses of the course.

It is therefore recognised at enrolment that the duration of commitment to the scheme will vary between individuals. Some will sustain their commitment throughout the year - finding the scheme a welcome diversion from their studies - while others will find that their commitment comes to a natural end as their course work demands become more pressing.

Flexibility about the range of activities available and the timing of them is also in-built. Changes in timetabling can be addressed by switching the times of the Partner's commitment and there is scope for changing patterns of attendance so that, for example, students with irregular availability can attend 'drop in' clubs rather than specific 1:1 sessions.

Other factors in students' lives also impinge on their commitment to the scheme; problems at home included rows with parents; divorce and relationship issues. These caused students' priorities to change, leading to new commitments and sometimes to a breakdown in both college and social activities for a period of time. In some cases students realised that they had made a mistake in enrolling at college at all, preferring to go straight into employment or to begin new courses at other colleges. These factors could not be influenced by the Partners Scheme.

The range of circumstances which led to the majority of volunteers ending their commitment reflects the reality of the life of a young student in Tertiary Education. While it is essential for volunteers to make serious commitment to the students with learning difficulties with whom they will be involved, their main priority as students at the college has to be their commitment to the course. Maintaining contact and support for volunteers through a named staff member keeps lines of communication open so that volunteers are able to discuss their problems and find ways of solving them - or to give notice that they need to end their commitment, in time for them to be replaced if necessary.

10.11 Solutions

The issues above were all identified as problems by volunteers. It is important to recognise the fact that many volunteers worked through similar issues by trial and error and by discussion in their support meetings, exploring ways of working without necessarily conceptualising the situation as a problem.

Learning about

technique, adjusting expectations and shifting attitudes are an integral part of the scheme. A recognition that individuals who have learning difficulties display differing learning styles and abilities; that instant outcomes are not expected and that success often comes from a combination of lateral thinking and getting to know each other, helps to transform what might be perceived as problems into challenges to be solved.

At enrolment, volunteers described their expectations about people who have learning difficulties and the type of problems they feared might arise. Many of these problems (e.g. communication difficulties ; coping with unexpected situations and difficulties associated with students' capabilities) did arise. However, such problems were experienced by only a fraction of volunteers.

35% of new volunteers felt that their peers with SLD would lack skills; only 9% reported problems associated with capability. All the new volunteers mentioned anxieties about how they would cope ; only 8% described problems associated with their responsibilities; interpersonal problems or the activity itself. As volunteers became familiar with their peers who have SLD, they found it easier to react positively to the challenges arising from the situation and, with the support of staff, were able to find ways of coping.

Communication problems were addressed in individual review meetings which focussed on two aspects of support. The first was a recognition that it is OK for some students to be quiet - there does not need to be constant conversation. For students with limited communication skills, non-verbal means were emphasised, such as signs (signing classes were available) pictures; gestures; etc. Abstract topics of conversation (what did you do at the weekend?) were de-emphasised in favour of speaking about the activity in hand (chopping the lettuce..) or focussed on actual people / objects or photographs.

Other interpersonal problems described by volunteers such as fighting; unwelcome overtures and tears were also resolved in individual review meetings. Lines of support and responsibility were clarified, so that volunteers knew about procedures for seeking help for themselves and for the SLD students. As volunteers got to know students, they felt better able to respond to problems without fearing that they were doing the wrong thing.

... because I know them a lot better now it's easier for me to be able to say 'It's going to be all right, just carry on. It doesn't matter if you can't sing the song.
female volunteer, tuition (singing)

Problems described by volunteers as concerning the characteristics of students who have learning difficulties could also be conceptualised as arising from volunteers' unfamiliarity with teaching: solutions were found by discussion about techniques and by a re-evaluation of goals .

The problem of a distractible student was resolved by making the learning steps smaller, so that both the student and Partner were motivated by success. The guitar tutor helped the student with impaired dexterity by manual prompts so that she was able to experience the outcome and understand what she was aiming for. The problem of the French tutor was resolved by including two other less able students with learning difficulties

in the group and restructuring the activity so that the original student with learning difficulties helped to demonstrate the translation to them. Self esteem was preserved in this more co-operative activity.

As students become more independent they need less help; independence is a mark of success for students who have learning difficulties and their teacher; for volunteers it can leave them feeling redundant. Problems volunteers found with their activities were solved by reorganising or shortening the sessions. The volunteers supporting in basic skills were given the opportunity to work on more interactive activities which allowed both the student and the Partner to be more involved. Supporting more than one individual also gave the volunteer something to do while one student was working independently. The problems of the sessions that were too long were solved in one case simply by making the session shorter and in the other by adding another more structured activity (aerobics) to the lunchtime session.

The student who misunderstood the scheme was helped to maintain his commitment with support from staff. Despite his surprise, and lack of confidence in supporting the student with whom he had been linked, he decided to continue and with help maintained the commitment for one term, eventually citing course work for leaving.

I didn't expect someone with learning difficulties - I thought it would help with my own English. I hoped to be more perfect. Now it is working well - I am not really patient to anyone who has to learn a language. I start from the beginning, introduce the background. I know it is difficult for her, even English, difficult to learn. I will use pictures, and make photos from magazines, materials to view. More easy for her. An exercise with numbers - she forgot it - we worked with the fingers. We found we were doing something : she was learning.

male volunteer, tutor setting (Spanish)

Publicity for the scheme was reviewed and two aspects - the participation of people with learning difficulties and the scheme's voluntary nature were made more explicit in response to the two misunderstandings that had occurred.

Volunteers in lessons support individual students under the direction of a member of staff. They have no worries about planning activities, managing behaviour, or taking responsibility. In order for them to work effectively on tasks with students they must make themselves understood -which proved to be difficult - particularly with students who have communication difficulties. In contrast, volunteers in the leisure setting are working in a less structured

environment in which staff support is minimal. They feel more responsible for planning and managing the activity and worry more about the outcomes of the session. Communication issues are not as salient in this more social environment. In the tuition setting, volunteers are responsible for managing the activity. This was not conceptualised as a problem by volunteers but seen as intrinsic to the nature of the setting. Problems arose when students who have SLD had difficulty with the learning itself and / or specific issues arose which prevented students who have SLD from carrying out activities or maintaining their concentration.

This analysis has implications for the type of support needed by volunteers involved in different settings. Volunteers working in lessons need help and advice about making themselves understood, so that they can disseminate the knowledge and skills introduced by the teacher. Leisure volunteers need help in designing and managing an informal session and reassurance about their responsibilities - including knowledge of the availability of staff to help. Individual tutors require regular support to break down skills which are to be learnt and to accommodate learning difficulties by adapting ways of working.

All volunteers need support in their communication skills (including the use of signs and symbols) and all need clear guidance on their roles - including information about lines of responsibility, as well as the opportunity to discuss ways of working that suit individuals. All volunteers should be encouraged to seek this advice in the first instance from the person who has learning difficulties him/herself, with backup from staff.

CHAPTER EIGHT

THE EXPERIENCE OF STUDENTS WHO HAVE SLD

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CHAPTER EIGHT THE EXPERIENCE OF STUDENTS WHO HAVE LEARNING DIFFICULTIES

Part One Subjects and Integrated contacts

1.1 Subjects of the study

10 students who have learning difficulties were the subjects of the qualitative study. A summary of data about the 10 subjects is in Appendix 8.1. A profile of each person is also provided, in Appendix 8.2, so that their comments can be seen in context - illustrating the diverse experience of students who have learning difficulties.

Two case studies are described in detail, bringing to life the way in which the scheme works over a year in the life of a student of PVC1. They have been chosen to illustrate the successes and also the problems experienced. Eight vignettes are also presented which give a 'snapshot' of the other subjects who have learning difficulties at the point at which the research begins.

The opinions of these 10 students provide the data used in the research. All names have been changed.

1.2 Integrated contacts made through the Partners Scheme

Between them, the 10 students who have learning difficulties had 94 timetabled weekly contacts with mainstream volunteer Partners - including contact during their PVC1 lessons and, for 8 students, supplementary activities. (Range : 6 to 13). Students were asked in December 1994 about their contacts with mainstream students (Appendix 8.3).

Students were invited to go through a photograph album of current Partners taken at enrolment into the scheme and asked who they knew. Evidence of recognition included saying a Partners' name; describing him or her - or describing the activity through which they were known. 9 of the 10 students recognised all the Partners they saw in their timetabled lessons and, more surprisingly, 8 of the 10 recognised several other Partners. The 10 students recognised a mean of 15.3 mainstream students. There were wide variations between scores for individuals (range 7 to 20), and figures for each of the 10

students are in Appendix 8.1.

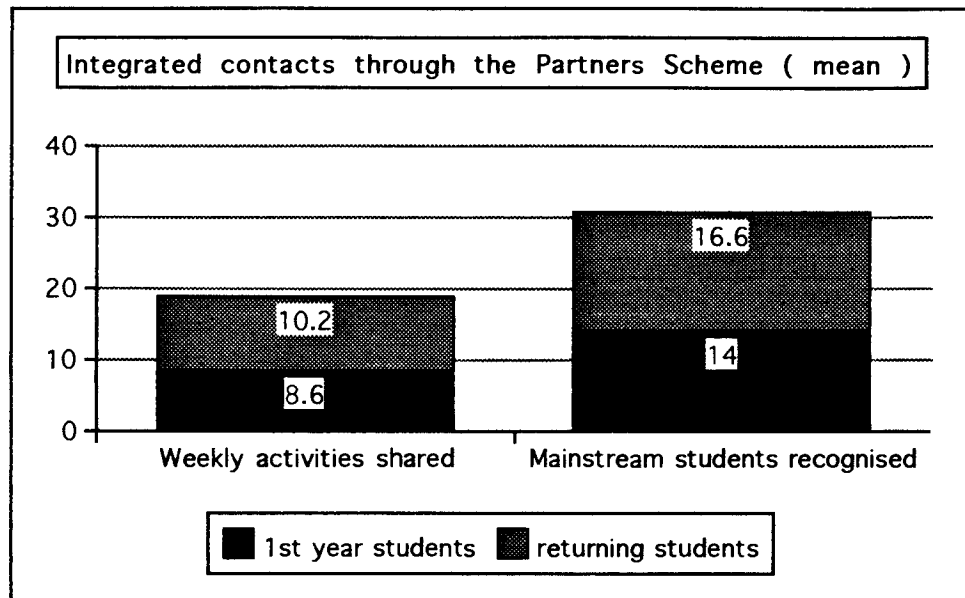


Figure 72 Integrated contacts between students who have learning difficulties and mainstream peers - number of weekly activities for each student (mean) and number of mainstream students recognised in a photo album.

Students returning for a second year chose more activities and reported more contacts than those who were new to the college. Personality and social skills appeared to be a factor in the number of mainstream students recognised - the most outgoing and sociable students recognised the highest numbers, while the two students with communication difficulties recognised only those Partners with whom they had direct involvement.

Part Two

Motivation

2.1 Reasons for joining the Partners Scheme

When asked why they would like to join the Partners Scheme, 9 of the 10 students who have learning difficulties were able to give reasons. 14 reasons were given in all and these are included in Appendix 8.5

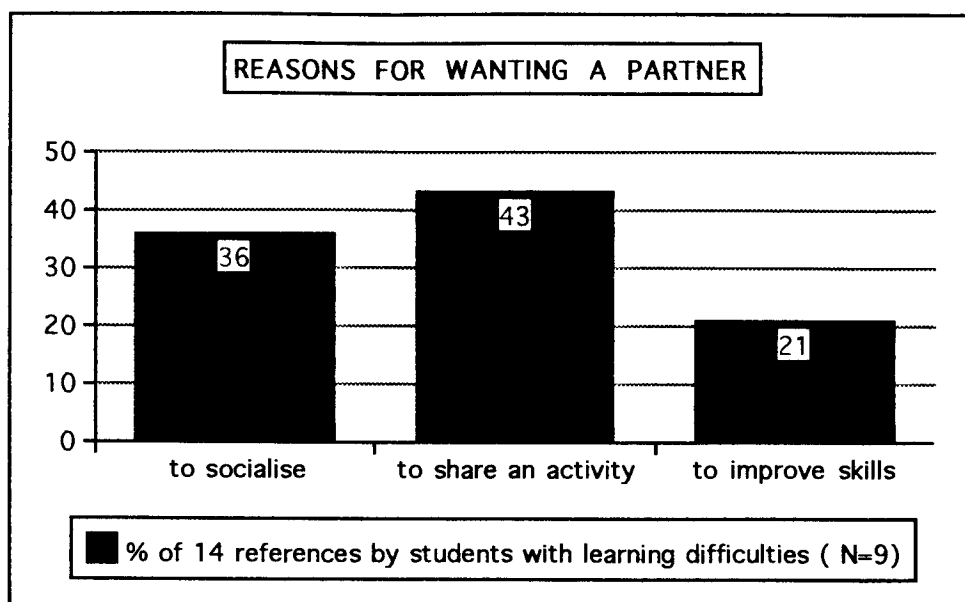


Figure 73 Reasons given by 9 students who have learning difficulties for joining the Partners Scheme. (Profiles of each student are available in Appendix 8.2)

Students' responses were concerned with desired activities rather than with abstract notions of motivation. Similar numbers mentioned purely social activities ('I want someone to sit with in the canteen') and more focussed activities ('I want someone to go to the drama club with'). Three students described ways in which they would like to improve as a result of the interaction (to speak Spanish; be better at maths and to behave sensibly). All the activities requested were additional to students' usual timetables. Students who were new to the scheme expressed similar motives to those returning for a second year.

Students' responses represented intrinsic motives (i.e. they wanted to do activities for their own sakes and did not mention possible feelings of moral obligation or compulsion). Most responses - those including the desire to socialise and to share an activity - could be described as externally regulated (i.e. consistent with the interests and values of the students themselves). The three students who mentioned the desire to improve skills could be considered to be acting on identified regulation (i.e. they could see an underlying value of the activity which was consistent with their view of what they wished for themselves).

2.2 Motivation and retention.

Three of the 10 students who have learning difficulties did not maintain 1:1 relationships with volunteer Partners throughout the year. Two students were

not yet able to manage a peer relationship and did not have individual Partners - one ended the relationship herself by becoming unreliable and critical of her Partner. All those who requested a Partner in order to do an activity maintained the commitment throughout the year, compared with 2/3 of those citing social reasons or skill improvement as their motive.

Part Three Attitudes

3.1 Attitudes of students who have severe learning difficulties towards their mainstream peers.

Students who have SLD made 55 references to their mainstream peers before interaction. No students were able to make explicit comparisons between those with disabilities and those without, but many descriptive comments were made about their peers and some references were made to expectations and feelings about meeting them. These were sorted into general statements (24) and specific references to attributes (31). The distribution of responses is shown in Appendix 8.6

3.2 Attitudes to mainstream students before interaction

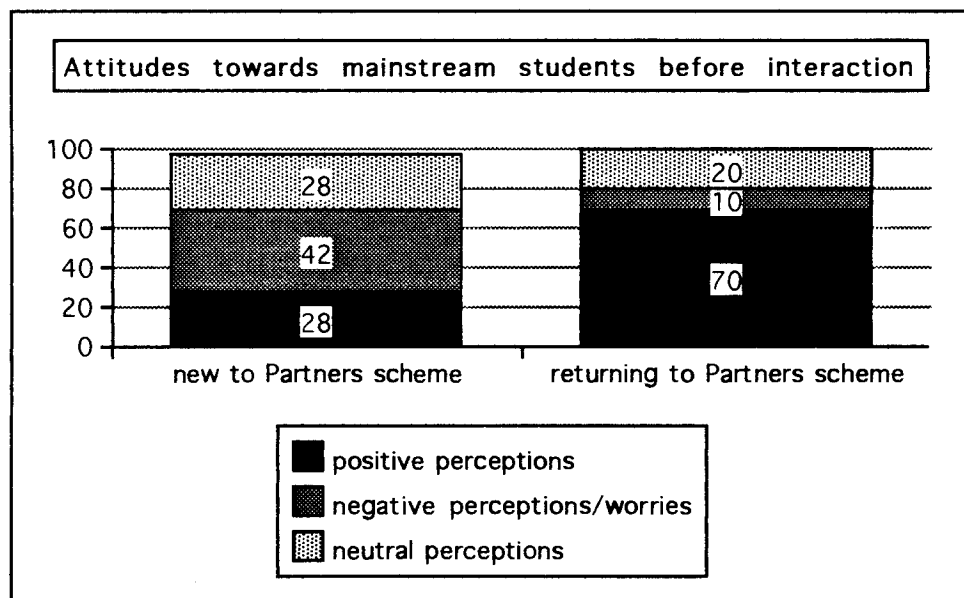


Figure 74 Attitudes of students who have severe learning difficulties towards their mainstream peers. % of 14 references made by students new to the scheme and of 10 references made by students returning for a second year.

New students

A great interest in meeting and interacting with mainstream peers was expressed in almost a third of references. Students who have SLD described

potential meetings as 'exciting' and 'a good idea'. Several students had clear ideas about wanting to be with mainstream students:

I want to be sitting over there, with them at lunch time.
Paul

This interest was tempered in two cases by anxieties about meeting. One student was concerned about being teased about his illiteracy:

They might take the piss out of me.
Andrew

The main concern expressed by students who have SLD about mainstream students was about their appearance and behaviour. 3/5 new students felt that mainstream students should be told off about their bad behaviour, which included failing to clear away dirty dishes in the canteen; kissing in public and smoking. One student was concerned that mainstream students must be 'bunking off' because they were always around.

The sheer numbers of mainstream students made an impact on two students, as did the fact that some students were obviously in relationships.

Students returning to the scheme

Returning students had more positive expectations than new students. Returners were eager to re-engage with their peers and 4/5 had ideas about what they wanted to do together which included working on literacy; singing; dance and having lunch together. There were no comments about bad behaviour. One reference each was made to the volume of students and to the fact that this year's students are as yet unknown. One student was feeling shy about meeting new people.

3.3 Attributes of mainstream students before interaction

33 references were made to attributes of mainstream peers. Of these, 22 were positive and 9 negative. References were sorted to show differences between new students and those returning to the Partners Scheme (Figure 75).

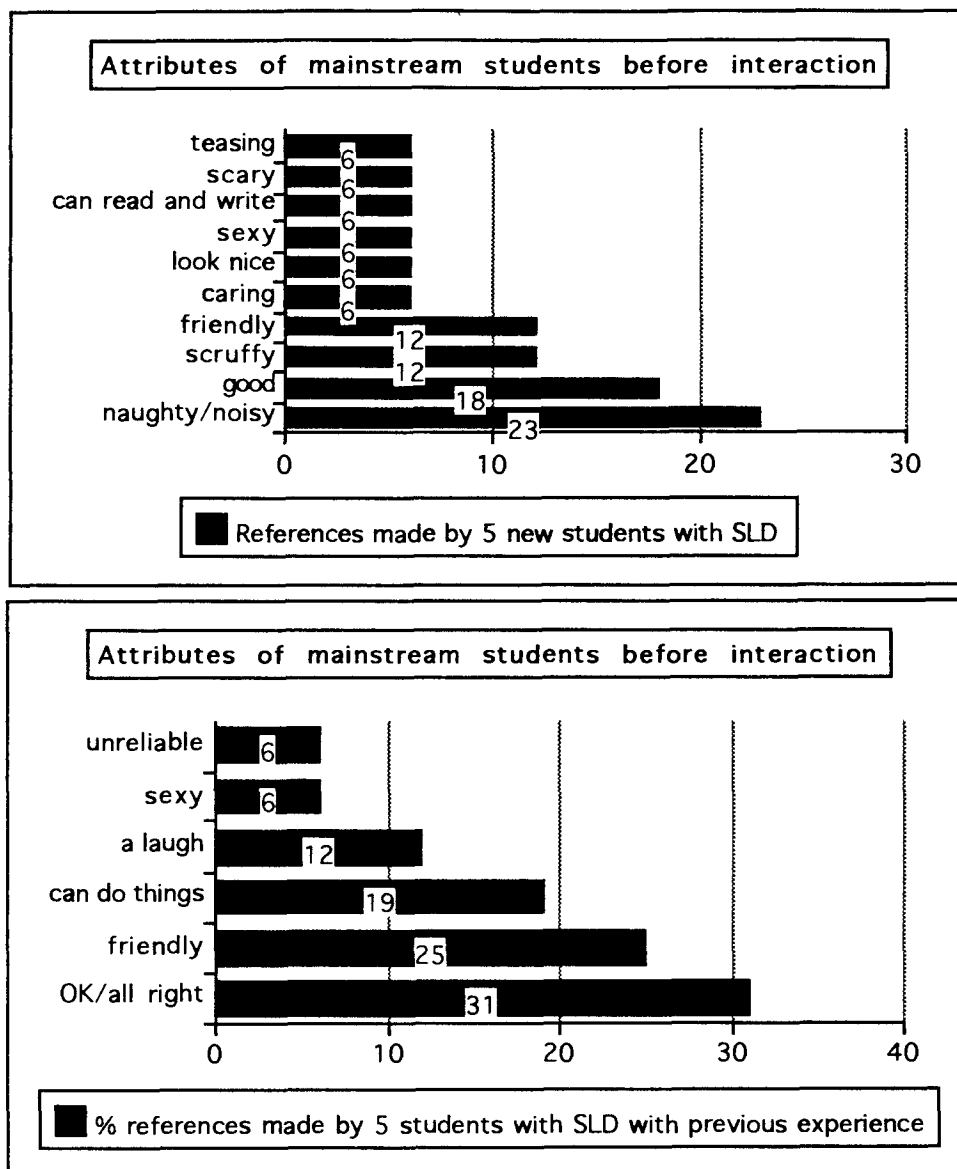


Figure 75 (a and b)
 Attributes of mainstream students, before interaction.
 (a) % of 17 references made by 5 new students who have SLD
 (b) % of 14 references made by 5 SLD students returning for a second year of the Partners scheme.

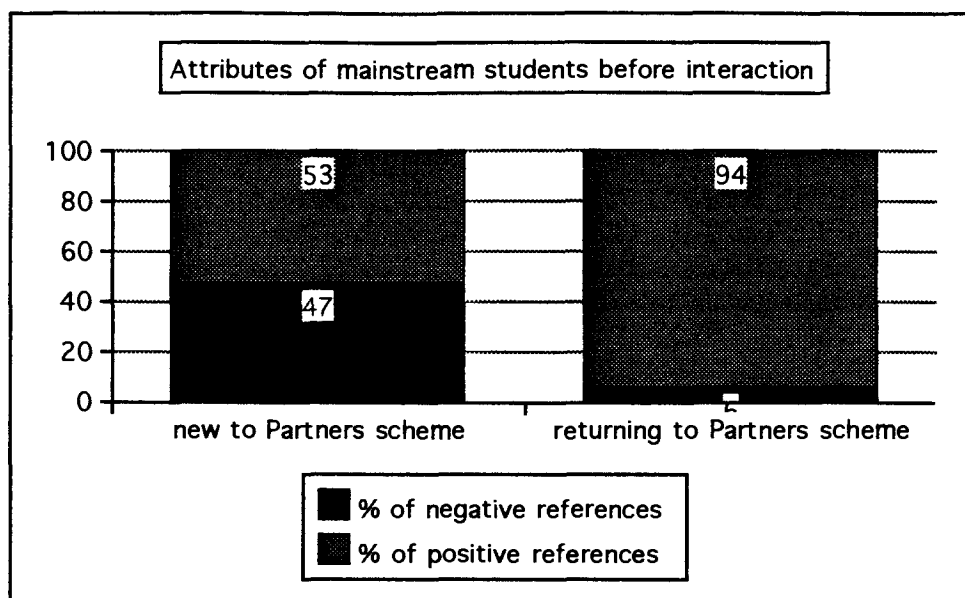


Figure 76
Positive and negative attributes of mainstream students. % of 33 references made by 10 students who have severe learning difficulties before interaction (1994-1995)

New students

New students described their peers with a balance of positive and negative attributes. 4/5 expected them to be noisy and badly behaved and two expected them to be scruffy.

They've got big holes. (in their clothes)
Robert

Despite these failings, mainstream students were expected to be 'good' 'friendly' and 'caring' (5 references). 2 students commented positively on appearance - including looking sexy. Only one reference was made to positive ability (which related to literacy). Two students expected that mainstream students might be teasing or scary, referring to negative experiences they had had in the past (before coming to college).

Students returning to the scheme

93% of attributes described by experienced students were positive. All reported them to be 'OK' and 4/5 said they were friendly. Ability became more salient as students described ways in which previous volunteers had performed activities. 2 described them as 'a laugh'. The only negative reference was to unreliability - one new student remembered intermittent attendance by a volunteer from the previous year.

3.4 Attitudes towards mainstream students after interaction

SLD students made 101 references to mainstream students. Of these, 60 referred to specific attributes and 41 were general attitude statements. Attitude statements are summarised in Appendix 8.9

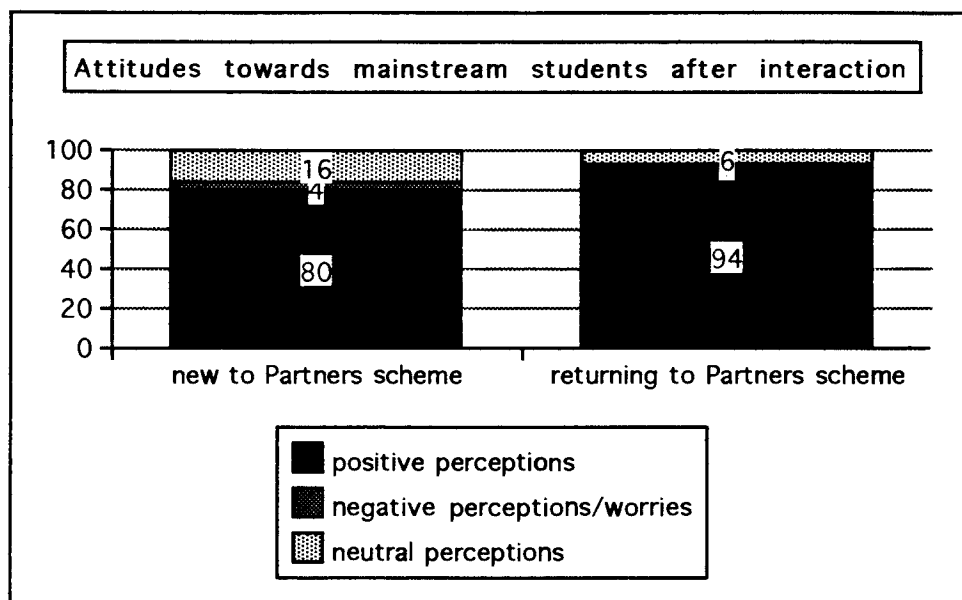


Figure 77 Attitudes of students who have severe learning difficulties towards their mainstream peers. % of 25 references made by students new to the scheme and of 16 references made by students returning for a second year.

After interaction, both groups made many more positive than negative references. 4/5 students who have SLD reported that they liked their mainstream peers who helped them and were nice to them (7 references each). While students who have SLD described good relationships (I get on with them) and an absence of teasing, there was a new element of shared enjoyment as students described 'mucking about' together.

Other new perceptions reported after interaction included 4 references to the fact that the mainstream volunteers tended to be younger than themselves and one student explained the fact that his Partner was too young to be a teacher.

The only negative reference was to clothing - it was felt by at least one student that his Partner should dress more smartly for college.

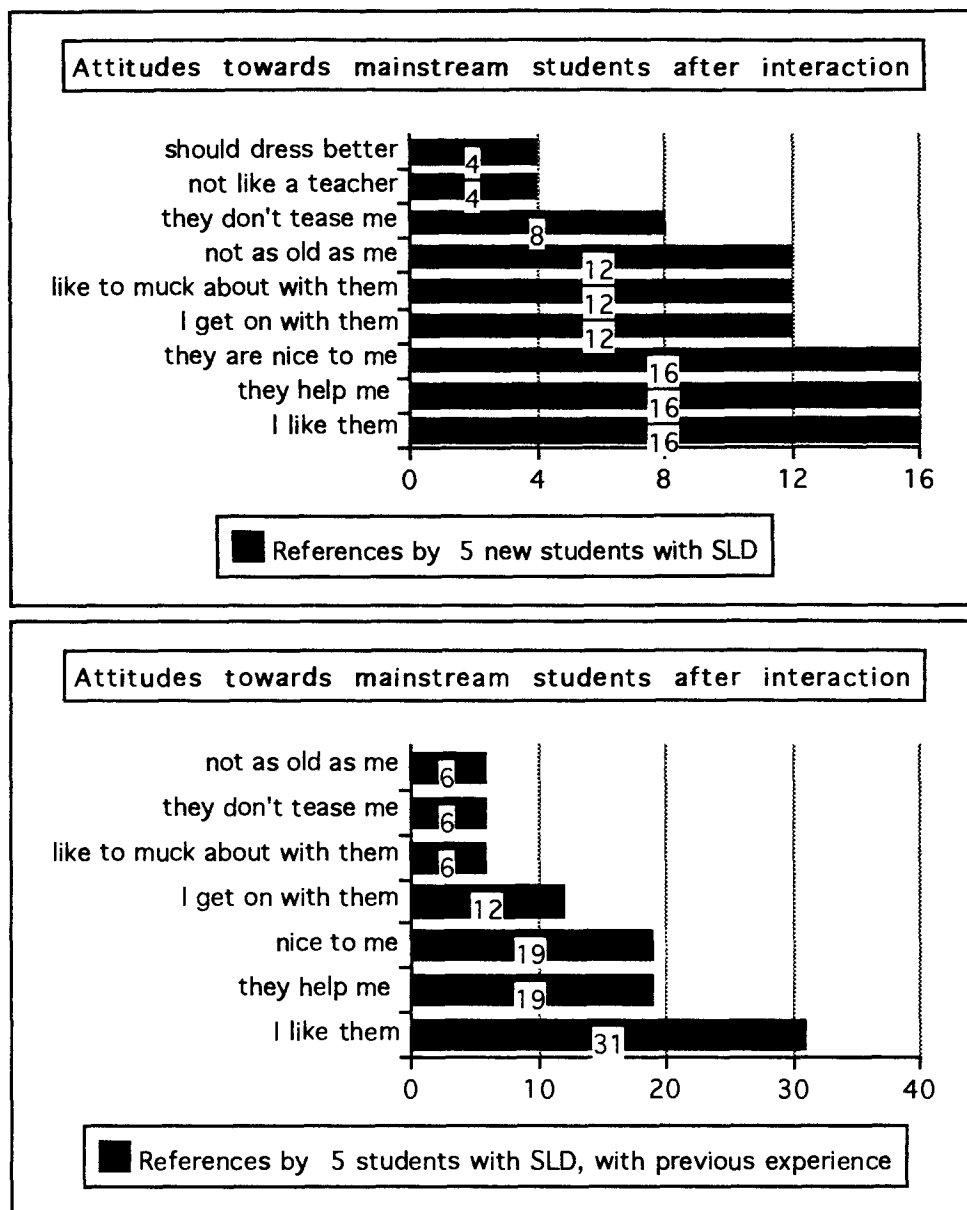


Figure 78 a and b
 Attitudes towards mainstream students, after interaction.
 (a) % of 25 references made by 5 new students who have SLD
 (b) % of 16 references made by 5 SLD students returning for a second year of the Partners scheme.

3.5 Attributes of mainstream peers after interaction.

Students who have severe learning difficulties made 60 references to attributes of their mainstream peers. Of these, 9 were non-judgmental physical descriptors such as short hair; plaits; wears a cap; woman. The remaining 51 references were sorted into positive attributes (47) and negative attributes (4). These are summarised in Appendix 8.10.

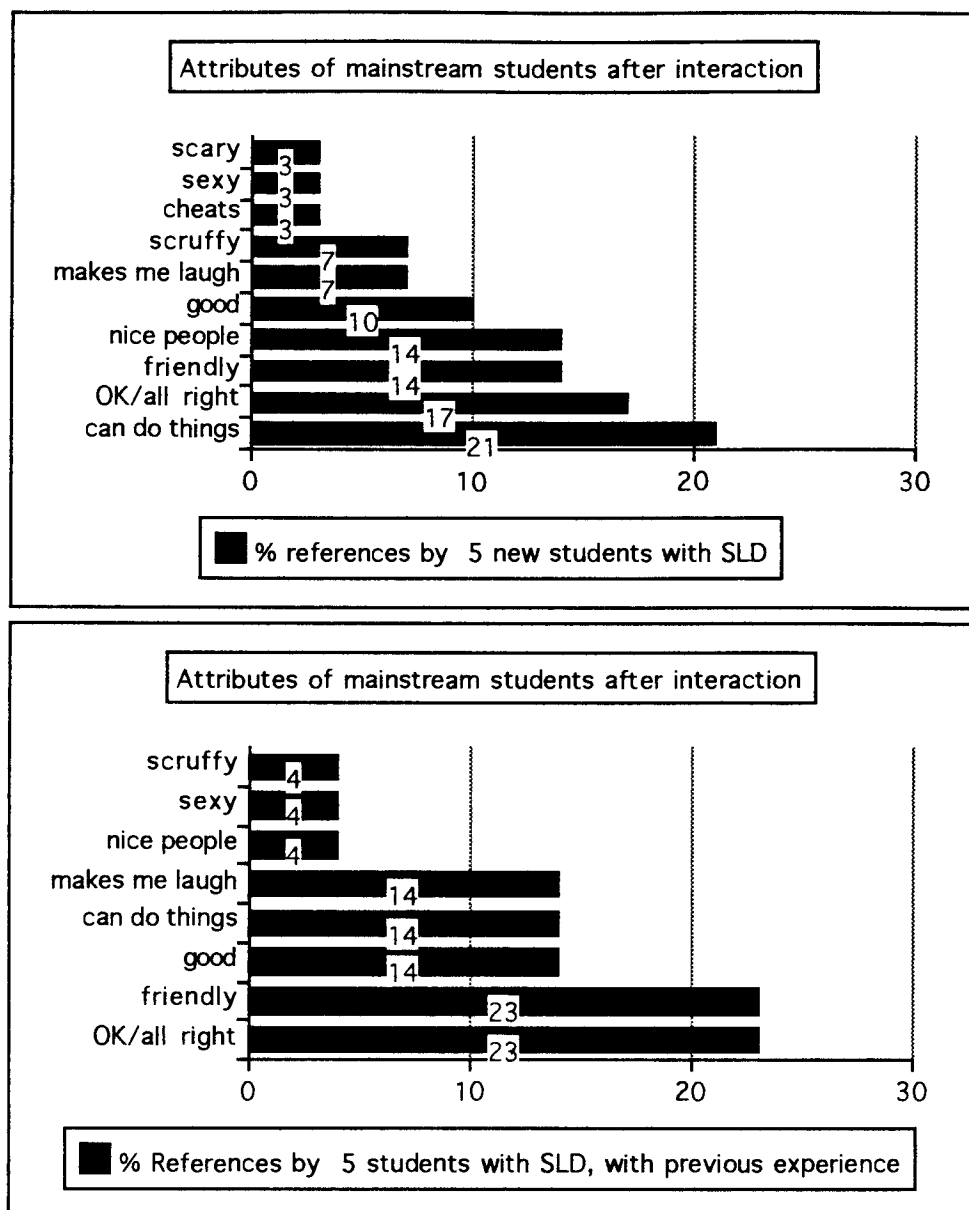


Figure 79 (a and b)
 Attributes of mainstream students, after interaction.
 (a) % of 29 references made by 5 new students who have SLD
 (b) % of 22 references made by 5 SLD students returning for a second year of the Partners Scheme.

Ability was a more prominent attribute mentioned after interaction by both new and experienced students who have SLD - particularly by new students. Mainstream students were described as being good at activities such as snooker; computers and paying for food. Despite this recognition of mainstream students' ability, students who have SLD seemed happy with their own levels of skill (with one exception), and did not appear to see themselves as unskilled.

I Who would you say was good at snooker?

R Me, good.

I Who wins?

R Me.

I Anyone else?

R Me, X (mainstream student), Y (student who has SLD), that's it.

I Different people win?

R Yes.

Interviewer: Helen Hayhoe. Respondent : Paul

While happy with their own performance, there were occasions when SLD students mentioned contrasts between mainstream students' ability and the ability of other students who have SLD:

"All the girls are dancing except that (student who have SLD) wasn't dancing properly, slowing, doing nothing."

Jerry

After interaction, both groups reported similar levels of positive attributes of mainstream students and there was consensus about the main salient descriptors - OK; all right; good; friendly and nice. Only 8% of references were negative : scruffy clothing remained a problem, and one mainstream volunteer was accused of cheating at snooker.

Part Four

Process factors

Mainstream volunteers tend to be involved in one activity each week and it is possible to explore process variables concerning the characteristics of that activity and the outcomes arising from it. Students who have learning difficulties average 8 or 9 sessions with volunteer Partners every week. Generalised outcomes cannot be attributed to each setting, but students can describe and compare their experiences across the activities of a week.

With the aid of a photo album of pictures of Partners, the 10 students spoke about how they got on with their Partners, describing what they did together. 32 references were made about students' relationships in different settings - each of them describing behaviour. These are available in Appendix 8.11.

4.1 The role of mainstream students (as described by students who have learning difficulties)

The references were sorted into three factors described as Partners' roles. They are drawn from the concepts of relationship and social structure explored through the experience of the mainstream students elsewhere in this study. These references are summarised in Appendix 8.11

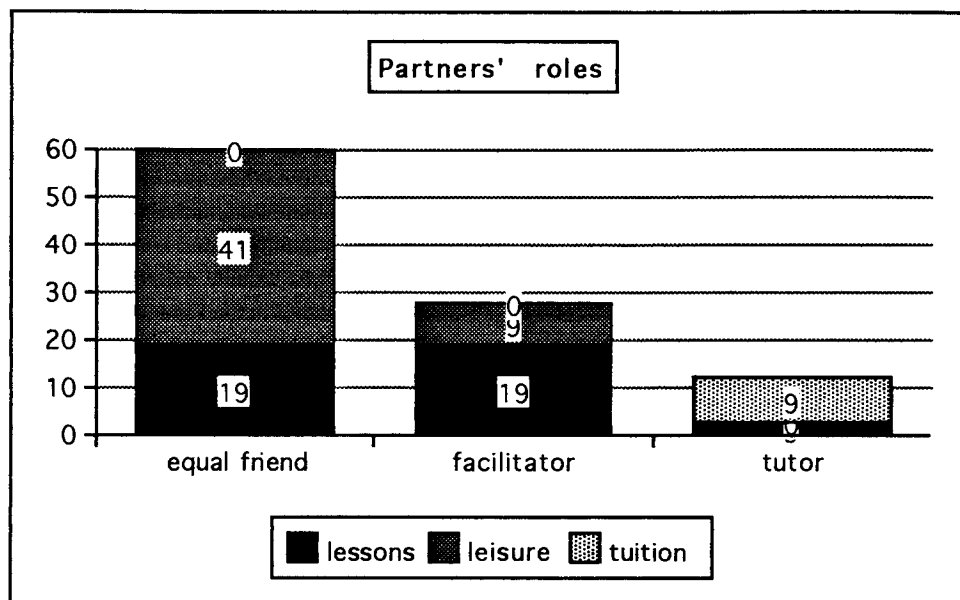


Figure 80a Distribution of Partners roles as described by students who have learning difficulties

Equal friend was the most commonly mentioned relationship, described in 60% of references. It includes references to turn taking; shared goals and mutual social behaviour such as chatting. Facilitator, mentioned in 28% of references includes comments about friendly help and shared activities in which the volunteer can step in if help is needed. Tutor, mentioned in only 12 of references, describes a more interventionist role in which the student who have learning difficulties is performing an activity while the volunteer Partner directs and gives feedback.

4.2 The effect of setting

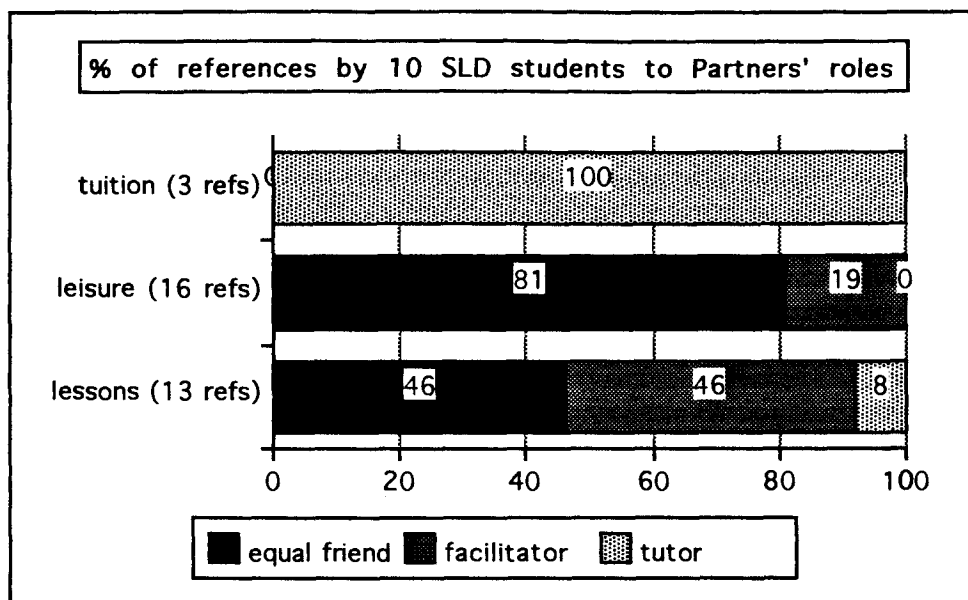


Figure 80b Distribution of Partners roles as described by students who have SLD

Two students who have learning difficulties were involved in three tutoring activities - maths; computing and Spanish. No references were made to socialisation or to shared goals, but students were keen to describe ways in which they were enabled to learn new skills with the directive help of their Partner.

She gives me sums. Marks them
Wayne : maths tuition

In contrast, the majority of the 16 references made by 8 students who described the leisure setting mentioned casual, equal - status activities. Students who shared lunch; snooker; circus skills; singing and drama club referred to setting up the activities together, taking turns and talking. Three references were made to the fact that volunteer Partners would step in to help when needed.

Good game. I am good at it. Play with (partners) and (friends who have learning difficulties).
 Sometimes we join in, sometimes talk, sometimes muck about.
Paul: lunchtime snooker

All 10 students were involved in a range of lessons with staff and Partners, including cafe; cookery; woodwork; music; French; basic skills; gardening; shopping and art. The 13 references revealed an equal balance between friendly and facilitating behaviour.

I like Sarah. Except the tree was dangling down so we
 tried to put the wood up. I said to Mick we need a chainsaw to cut the
 tree down and all we've got is a saw. Sarah helped me.
Jerry : gardening lesson

Just one reference was made to more directive tutoring (in the basic skills lesson).

With (Partner): blue file, pen, pad, writing my name, hard work, get a lot done, have break
Simone, basic skills

4.3 Additional contacts between SLD students and Partners

When students who have learning difficulties described what they had been doing together, a probe was included to elicit information about meetings between the students outside the timetabled Partners activities. The 10 students made 29 references to additional meetings.

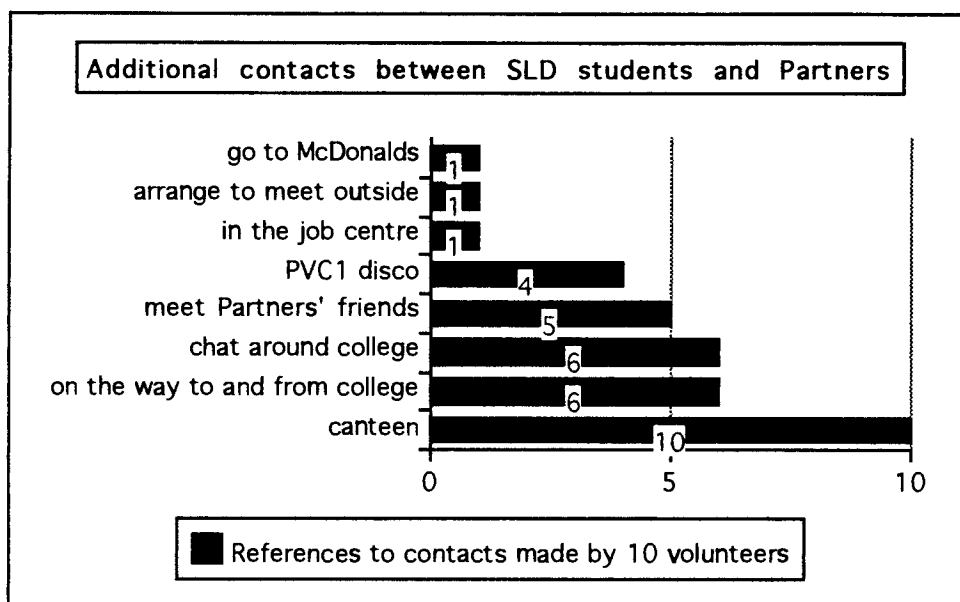


Figure 81 References made by students who have learning difficulties to meetings in addition to timetabled Partners activities.

All students met up with each other in the canteen and all those who travelled independently saw and chatted to Partners on the street or bus on the way. 6 students mentioned other incidental contacts around the college, and four of the five students returning for a second year mentioned mixing with volunteer Partners at the course end of year party in the previous summer - when they particularly remembered dancing together. Less common were arrangements to meet outside college. One students who have learning difficulties had bumped into a Partner in the job centre, where both were looking for part time work. The Partner helped him by reading job advertisements to him and discussing them. Two students had made plans to meet at the weekend, one of which had already taken place (a trip to McDonalds).

4.4 Problems experienced by students who have learning difficulties

10 problems were mentioned by 6 students. 9 of the problems related directly to the Partners Scheme. The only problem not attributed to the scheme was the fact that a volunteer left the college. Two students described 6 of the problems; the remaining four problems were mentioned by one student each. Problems are summarised in Appendix 8.12.

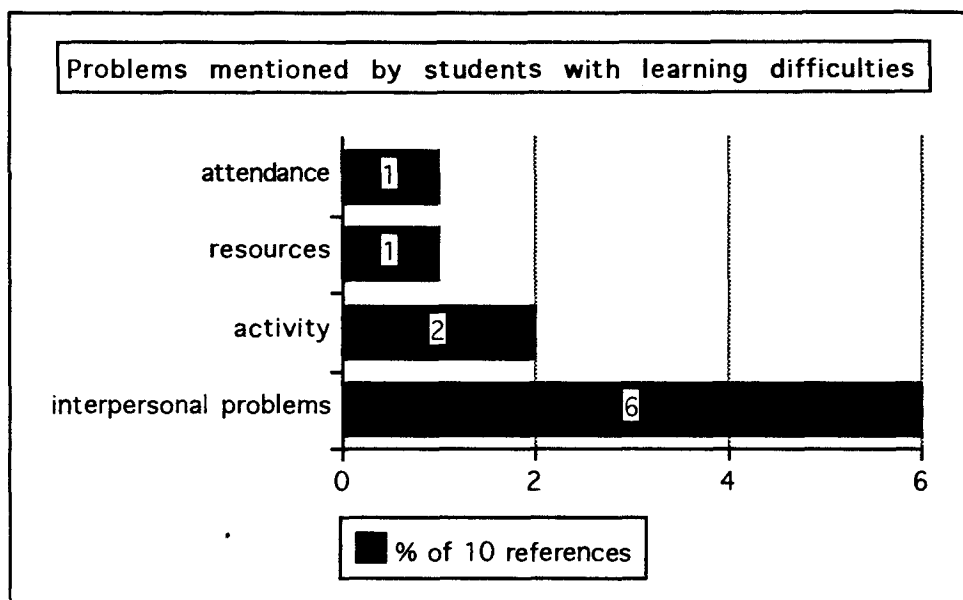


Figure 82 Problems mentioned by 6 students who have learning difficulties

Interpersonal problems were mentioned by the most students, and all of them were attributed to the students who have learning difficulties. Students either described behaviour of their own or of their peers who have learning difficulties, but never mentioned problems caused by mainstream students. Two students identified ways in which they had behaved inappropriately (hitting; saying bad things). Two students felt that being upset was a problem.

But everything's gone wrong, including me. I need everyone to be friends, you know, and talk about what's going on around us.
Susan, after a problem with her Partner

Two felt let down by their own peers: one by mucking about too much and the other because of her involuntary screaming.

(peer who has learning difficulties) was mucking around in the juggling room and chucking all the balls so I just gave it up because I was getting a bit fed up with it.
Jerry, circus skills

One student described walking out of a lesson when upset about a problem

unrelated to Partners and one wished to stay with his Partner for lunch but had not suggested it. One student was worried about the fact that he had broken his computer disc.

Oh, the disk got me very annoyed actually. My one's broken so I can't use it.
Wayne, computing

4.5 Benefits

10 students mentioned 26 good things about the Partners Scheme. These are summarised in Appendix 8.13.

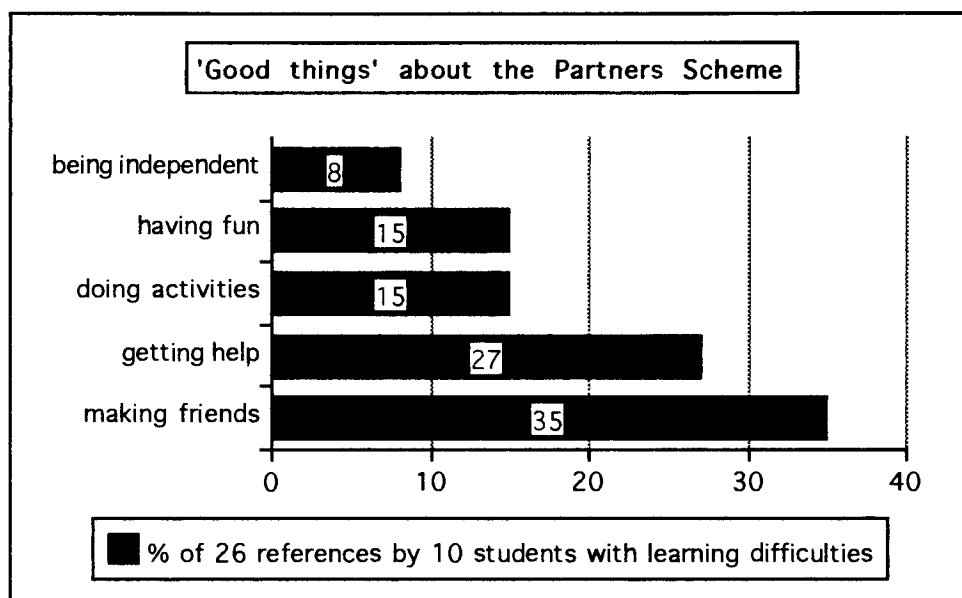


Figure 83 References by students who have learning difficulties to benefits of the Partners Scheme.

The word 'friend' was used in relation to student volunteers by 9 of the 10 students who have learning difficulties, who mentioned enjoying the opportunity to speak to lots of different students in contexts ranging from casual encounters in the corridor to heart to hearts during a session. Meeting Partners' friends was described as a good thing by two students.

Lydia's friend. She's my friend
Lydia, having lunch

Mentioned almost as frequently as a benefit was the support offered by Partners: students described a picture of someone nearby who could step in to help if needed.

It's good she's right there and I can ask her if I get stuck
Susan, in basic skills lesson

Four students each mentioned having fun (mucking about and having a laugh)

We were just laughing. Mad and funny and good
Paul, snooker

and enjoying the activities themselves, particularly those that were additional to the PVC1 course (including Spanish; circus skills and drama).

I can go to drama. I want (to) be an actress
Simone

Two students referred to the increased independence provided by the student volunteers, who enabled them to do activities without staff.

We can go to circus skills by ourselves
Jerry

4.6 Discussion

Integrated contacts

The data shows that the Partners Scheme allows students who have learning difficulties to make both structured and informal contacts with mainstream students. It provides a climate in which students are introduced to each other in the course of an activity and also provides an opportunity for incidental contact with each other's Partners and their friends. In order to get to know other students by taking up these incidental contacts, social initiative is required : students have to be willing and able to initiate conversations or to respond to others' overtures. There are implications here for social skills education. There are exponential gains for students returning to college for a second year - they meet new volunteers; they already know some of last year's Partners who are returning to the scheme; their social skills have improved and they are confident enough to choose a higher proportion of additional activities.

Reasons for joining the scheme

In common with the mainstream students, the students who have learning difficulties were motivated by intrinsic regulation - the idea of the activities and the interaction with others was appealing. Students were enthusiastic about adding to their college timetables and sought both social contact and support to engage with and learn from opportunities across the college. Where students could identify an activity they liked they maintained their commitment to it. The lack of abstraction may reflect students' limited ability to conceptualise both the

nature of the scheme and its purpose. The scheme is marketed as a way of accessing opportunities additional to the PVC1 timetable and students take it as such, without considering attitudinal benefits.

Changes in attitudes

Students who have severe learning difficulties are socialised into behaving well and looking smart. Personal and social education courses deal overtly with desired standards, which are reinforced by families. Levels of supervision experienced by young adults who have SLD ensure that feedback is quickly forthcoming if he/she transgresses socially accepted rules.

It is therefore not surprising that students who have SLD should notice and disapprove of what they see as naughty behaviour in the canteen, of sexual behaviour and of scruffy clothing - even though the mainstream students themselves are seen as good and friendly.

After getting to know their mainstream peers the naughty behaviour seems less shocking - either the SLD students no longer notice it, or it seems less dramatic. Given the chance to take part in an environment in which social rules become more relaxed, students who have SLD appear to relish the opportunity to join in - sharing a laugh and enjoying mucking about. After interaction, mainstream students' salient attributes are their good and friendly qualities and not their naughty behaviour and scruffy clothes. An outcome of the Partners Scheme for students who have SLD is the opportunity to learn about and experience normal teenage behaviour in a supportive atmosphere in which it is OK to take risks.

The ability of each student who have SLD to explain his/her views meant that not everyone had an equal chance of being heard in this research. Differences in ability meant that not only were some students more able to express their opinions but variations in cognitive skills resulted in greater and lesser ability to make reflective judgments and to notice differences. Differences were noted among students with more severe learning difficulties, who appeared to judge each mainstream student on face value (according to what happened during an interaction) and others who were able to reflect on how they appeared to others, and to interpret and explain feelings.

One student was aware of differences and was able to explain that he had felt anxious about being in a classroom lesson with mainstream students because he did not want to reveal his lack of literacy skills. He thought he would prefer to meet mainstream students in a leisure setting. After interacting with volunteers in both settings the young man felt that he had been helped and not teased, and asked for an individual volunteer to work as a literacy tutor with him.

The role of the mainstream students

Students who have learning difficulties feel that the Partners Scheme provides them with friendly support to carry out activities in their own course and to take up other opportunities across college. They describe casual and age-appropriate behaviour with their mainstream peers which does not feel hierarchical or patronising. The impression is of students enjoying time together that is largely purposeful.

Students who have learning difficulties describe differences between the three settings which are very consistent with the relationships and social structures emerging from the mainstream students' data. Individual tutoring sessions are characterised by working hard; sticking to the task and improving skills. Leisure activities offer balance; fun and shared equal status goals - with the possibility of a helping hand. Lessons with staff (particularly workshop-types) combine friendly shared activity with support to get the tasks done.

Additional contacts

The Partners Scheme does not promote or arrange contacts between students outside college. This would require security checking and additional training beyond available resources. However, the students involved are all young adults who do not require permission to make friends and to meet them and arrangements made between students are welcomed when they arise. If meetings outside college are planned by students, families are involved in meeting the volunteer Partners and in supporting students to make arrangements.

Students who have learning difficulties expected to see and meet up with their mainstream peers around the college, describing these meetings as a matter of course. They had also extended the network of friendly faces by meeting their Partners' friends. Contacts were, on the whole, limited to brief chats and some

students mentioned the wish to sit and eat lunch together or to plan further contacts outside college. When asked about these wishes, it emerged that students had not proposed these contacts to the other students concerned. There is further scope for supporting students who have learning difficulties to practise how to build on social relationships.

Problems

Some students have greater difficulties than others in managing relationships. The problems experienced by two students were symptomatic of other difficulties in their lives and could be related to stress arising from family and other factors, compounded by difficulties in explaining feelings. The students who have learning difficulties acknowledged their own responsibility in making the relationships successful - as evidenced by the blame they attributed to themselves for what they saw as inappropriate behaviour. They described several incidents in which mainstream students bore the brunt of upsets caused elsewhere. They were also quick to notice each others' shortcomings. One of the problems most commonly mentioned by mainstream students was communication. Students who have learning difficulties described problems that related indirectly to communication (i.e. not being able to sort out a difficulty by diplomatic means). Other problems experienced by mainstream students - such as fear of things going wrong or difficulties in learning - were not mentioned.

Mainstream volunteers provide an opportunity for students who have learning difficulties to test ways of coping. They give feedback by talking through incidents such as hitting and can choose to end the relationship if things go badly wrong. Other students who have learning difficulties may not be able to provide such clear feedback and, in discrete provision, are also less empowered to 'vote with their feet' and avoid further contact. Conflict resolution would be a fruitful component of an advocacy scheme to support students who have learning difficulties in the self management of their behaviour.

Benefits

Students who have SLD enjoy a relationship they describe in terms of a supportive friendship in which benefits outweigh problems and where extending the social network is seen to be of great value: students mentioned general social contacts with mainstream Partners as much as specific contact

with their own individual volunteers. Informal help was seen to be a good thing - someone to call on or a friend who is there in the canteen - rather than more structured intervention and this help was seen as instrumental in increasing access to new or additional activities in the college which do not need to be supervised by learning support staff.

Students who have learning difficulties become more able to blend into the student community when they are not supervised by staff. When they are supported by other students there is more opportunity for natural socialisation and for ordinary, informal relationships - including 'mucking about'. Peers who share similar interests or who can join in with an activity provide an invisible layer of support upon which students who have SLD can draw if needed. Social structures can shift from moment to moment in response to circumstances. Each individual volunteer - current and past - forms part of a network of cross college support so that students who have SLD can have a greater expectation of friendship and help from those around him/her.

CHAPTER NINE

CONCLUSIONS AND IMPLICATIONS FOR PRACTICE

This study has great implications for the way we organise integration. The evidence shows that shared activities result in outcomes that benefit those involved in different ways according to prevalent social structures and roles. Attitudes and behaviour both change in ways that provide a reassuring picture of the demolition of barriers of access to further opportunities for people with learning difficulties in adulthood. Triangulation through dual methodology in a naturalistic setting has made this evidence a compelling contribution to knowledge about integration for students with severe learning difficulties in further education, a context which is currently under researched.

In this concluding chapter I intend to:

- * illustrate changes in attitudes following integration by introducing the concept of 'inclusive behaviour'.
- * explain the concept of setting and show its influence in the promotion of differential outcomes of integrated activities.
- * show how the conclusions were reached, by summarising the findings of the research.
- * explain how the methodology worked.
- * describe the ways in which these findings reinforce and extend previous research.
- * highlight implications for policy makers and practitioners.
- * suggest fruitful areas for future research.

Part One

Contributions to knowledge

1.1 Changes in attitudes

When mainstream students in further education mix with their peers with severe learning difficulties, changes in attitudes result. These changes can be described in terms of cognitive, affective and behavioural attitudinal components: students describe improved understanding about the status and rights of people with learning difficulties and the issues involved in integration.

Both groups see unexpected attributes in each other and mainstream students develop a view of disability in which individuals are noticed for a balance of personality and abilities - not just because of their disabilities. Highly positive, idealistic attitudes about people with learning difficulties and their right to integration become moderated as volunteers come to understand the inherent difficulties and struggle to plan ways of promoting access. This realistic and appreciative view leads mainstream students to change what they do: the most important outcome for their peers with learning difficulties.

Choices for adults with learning difficulties in the community are inevitably dependent on the goodwill of the gatekeepers of employment, social and educational opportunities. The students leaving Richmond Upon Thames College, having met and appreciated the diverse qualities of peers with learning difficulties may be more likely to engage in support for access for these individuals in their future lives.

Issues of adult status and the rights of people with learning difficulties and their integration are issues of empowerment. If people with learning difficulties are seen as adults who have the right to live and work in the community it seems logical to assume that there would be support for measures to make this happen. The practical implications of the empowerment of people with learning difficulties may be to make some idealistically positive attitudes moderate, or conditional, because it is perceived that in order to effect access, various logistical and planning issues need to be resolved.

It is by perceiving and addressing practical issues of integration and empowerment that the shift occurs between idealistic belief and the engagement of resources for change. By meeting individuals with learning difficulties and realising that each person has the potential for adult status and empowerment, mainstream students may change their behaviour in ways that open doors - in the short and longer term.

I have coined the term 'inclusive behaviour' to describe ways in which mainstream students learn through a process of semi structured interaction to facilitate both learning and socialisation for peers with SLD. Here are some examples of Partners' inclusive behaviour:

- * adapting communication to include gesture, signs and symbols;

- * helping peers with SLD to join extra opportunities in the college by going with them and enjoying the same opportunities (such as circus skills);
- * stopping to chat to peers with SLD in the corridor or canteen and introducing them to own friends;
- * being available in lessons to help if needed;
- * sharing leisure activities and helping them run smoothly (such as snooker);
- * sharing expertise to enable peers to improve skills (such as French and computing);
- * bringing positive attitudes towards integration into future occupations; (including related professions such as teaching, health, and social services roles and other professions such as business and politics);
- * creating opportunities in the community (helping to find employment, joining citizen advocacy schemes, welcoming people with learning difficulties into clubs and bars).

1.2 The influence of setting

Process factors were a second area of investigation and research was designed to find out what was important in promoting interaction. Social structure (the degree to which activities are co-operative) and student relationships (the continuum between friendly and teaching roles) were of particular interest. In the first study, the activities of the Partners scheme were analysed in order to identify the structural attributes of each. Important differences were noted which led to the development of concepts about the differential outcomes of particular types of activity. In the second study, student participants in the scheme explained in their own words how these outcomes affected their attitudes and behaviour.

The differential outcomes of cooperative social structures and the continuum of peer relationships from 'friends' to a 'tutoring' roles were the principal process factors under investigation. Johnson and Johnson (1983) propose that social situations which involve 'heterogeneous' students engaging in activities involving linked goals will lead to the demolition of stereotypes, enabling collaborators to see each others' individual characteristics, accept each other and themselves, and expect to enjoy positive interaction in the future. Links were identified between this model and the vision of Cole et al (1988) in which

'special friends' relationships were found to promote enjoyment and balance between individuals and resulted in the initiation of additional contact by mainstream students. Conversely, peer tutoring programmes resulted in less symmetrical, more hierarchical relationships that were less fun and did not result in additional contacts, which may be compared with the outcomes of non-co-operative social structures.

These findings are largely corroborated in this study and offer an insight into differential outcomes of various integration models. However, the work of the Johnsons and Cole at that time depended on the careful analysis of highly structured activities which were designed for the purpose whereas this study sought to analyse an on-going initiative. There was no attempt at direct replication of the findings of earlier studies and while this prevented them from being verified, it has seemed more pertinent to enquire about the extent to which they can be generalised into the informal experience of British further education.

It is tempting to assume that co-operative activities and an emphasis on social relationships present an ideal for integrated activity. While I believe that they offer a highly effective model for intervention I think that more can be gained by an understanding of the complementary possibilities offered by a variety of options. It is particularly important to understand the implications of the kind of interactions that can be expected to take place within an institution embodying the recommendations of 'Inclusive Learning' (FEFC 1997) whereby students with learning difficulties are enabled to gain regular access to a range of opportunities occurring naturally in the college and in which peers assume a mix of supporting roles.

I propose a new conceptualisation by which integrated activities can be grouped into three 'settings'. These are lessons with staff, individual tutoring and leisure. Each setting features particular social structures in which mainstream student volunteers tend to assume particular roles. The settings lead volunteers to engage in relationships which affect students' attitudes in different ways. Expressed simply, the leisure setting is nearest to a co-operative social structure and results in friendly, egalitarian relationships in which disability is not the most salient feature and which leads those involved to seek further contact. The tuition setting promotes a focussed and purposeful, but

static, social structure in which hierarchical teacher-like relationships are formed and learning difficulties are salient - additional contacts are less forthcoming. The lessons setting involves aspects of each, as students share an activity in which the mainstream student acts as a facilitator, engaging with learning in a supportive climate that allows for positive social interaction and which promotes future contact.

1.3 The motivation of volunteers

A third area of research, motivation, provides clear evidence that volunteers are attracted by activities which are fun in themselves ('I want to do it...') and look forward to putting into practice ideals about equality that are consistent with their own values ('It is important to me...'). It appears probable that this intrinsic form of self regulation is linked to high retention, engagement and enjoyment, whereas students who become involved because of feelings of obligation ('I ought to...') have less interest to sustain them in their interactions. Interestingly, those students who join for reasons of extrinsic self regulation ('I will do it so that I can...') are also motivated to maintain the commitment; they value the pursuit of real rewards such as career development and perhaps become interested in the interaction itself. There is an important point to be made here about social valorisation and the normalisation movement: it is desirable to offer students with SLD and their mainstream peers the opportunity to present themselves in socially valued roles, but it is equally vital that those involved act in accordance with personal values, consistent with their ideas about self-actualisation.

An analysis of the classroom climate revealed that Partners activities were supervised within a predominantly autonomy supportive staff ethos. Research suggests that this will have led staff to value discovery and experiential learning and favour co-operative conditions for learning. Similarly, it is likely to have contributed towards maintaining high levels of intrinsic motivation which in turn led to good attendance and continued involvement in the scheme. Methodological issues have prevented confirmation of these findings.

Part Two

A summary of the findings of the studies

A more detailed summary is found in appendix 1.1

2.1 INTEGRATED ACTIVITIES

- * In December 1994, SLD students averaged 9.4 activities with mainstream peers each week. They also recognised a mean of 15.3 mainstream students each from an album.

2.2 ATTITUDES

Attitude changes

- * Volunteers hold more positive attitudes than non volunteers.
- * Mainstream and SLD students were both more negative than positive about each other before interaction. This was reversed after interaction.
- * There was evidence of more positive attitudes in all studies
- * New volunteers were more likely to make moderately positive responses after interaction (as opposed to negative or extremely positive)
- * All groups had positive expectations about each other confirmed
- * Mainstream students in both studies understand issues better.
- * They are less neutral and know what they think
- * They see people as individuals
- * They are less worried about coping
- * SLD students were less worried than mainstream students about meeting.
- * They were less judgmental about mainstream peers after interaction

Salient attributes noticed by each group about each other

- * Each group of students was more aware of each others' ability after contact. The experience made the mainstream students find their peers with SLD to be more able than expected but also confirmed expected difficulties ; SLD students noticed mainstream students to be unexpectedly capable.
- * Expected positive personality traits were confirmed : SLD students as social and motivated, mainstream students as OK and friendly
- * Negative traits were not generally confirmed, but some were applied to individuals in each group.
- * SLD students derogated themselves and their SLD peers more than they derogated mainstream students.

Attitudes towards integration after participation in the scheme

- * All mainstream students were in favour and inclined towards integration
- * They were significantly more positive about integration than non volunteers
- * They understood the issues better
- * They had more realistic ideas about how to make it work and could problem solve
- * They wanted to share principles and extend to other situations and groups (including non disabled)

2.3 MOTIVATION

- * Learning support staff supervising volunteer activities all demonstrated a commitment towards an autonomy supportive rather than a controlling classroom climate
- * Intrinsic styles of motivation (Integrated and identified self regulation) were predominant in all three groups.
- * SLD students were predominantly motivated by interest in the activities.
- * At least 1 study showed that intrinsically motivated students showed better retention.
- * Further research involving larger groups is needed to clarify the effect of motivation on retention and engagement .

2.4 PROCESS FACTORS

Relationships

- * A teaching role was predominant in the tuition setting.
- * Students have most opportunity to be in charge in the leisure setting.
- * Friendships are reported most in leisure and lessons setting and least in tuition.
- * Students rely on others' help more in lessons and tuition settings and least in leisure.
- * Students remain 'on task' most in lessons and tuition as evidenced by mainstream perceptions of them as sensible and motivated.
- * Volunteers described facilitating roles (friendly help).

- * A mix of social and facilitating roles was common.

Social Structure

- * Few truly co-operative activities were identified.
- * Shared interest was reported more than shared goals, predominantly in the leisure setting and to a lesser extent in lessons.
- * Both students participated the activities of the leisure and lessons settings. in the tuition setting the mainstream student was less likely to join in.
- * SLD students see relationships as more equal than do mainstream students.
- * Mainstream students 'facilitated' many of the activities by supporting, problem solving and joining in.
- * The tuition setting is more likely to require the presence of both mainstream and SLD student.

Additional contacts

- * Students from the leisure setting make most contacts which were additional to the activities of the scheme.
- * All agreed that they met most frequently in corridor and canteen and coming to and from college.
- * Other contacts included meeting others' friends, student union activities, SLD parties and job centre.

Benefits

- * All volunteers reported enjoying the experience.
- * SLD students liked making friends, getting help and doing new things.
- * Mainstream students valued having fun, personal development and improved understanding.

Problems

- * Interpersonal reasons (rather than the activity) were cited for most problems.

- * Communication was a problem for mainstream but not for SLD students
- * Mainstream students identified a wider range of problems, many of which related to the greater responsibilities they assumed.

Part Three

An evaluation of the dual methodology

Dual methodology is an important feature of this study, which deals with a field that is notoriously difficult to measure. It is unrealistic to assume that the researcher can ever fully capture and distil the beliefs of participants. However, an approach which combines means that have been rigorously tested for reliability and validity with grounded methods which allow participants to raise their own agenda must contribute greatly to our understanding.

I have been influenced by powerful arguments put forward by the proponents of both qualitative and quantitative analysis and have engaged with the debate about epistemology. I have chosen to include elements of each paradigm because I believe that they can be complementary and each add to the veracity of the other. However, it would be simplistic to believe that any one practitioner could do justice to both approaches ; the interpretation of any findings are coloured by the researcher's view of the world. Through the experience of this research I have struggled to define my position in the debate about methodological paradigms and find myself identifying with the constructivist paradigm. I believe that while 'there is no clear window into the inner life of an individual.' (Denzin and Lincoln 1996), the researcher must strive to make sure that he / she can be sure that the data gathered represents the most comprehensive and accurate information possible. For me, this means drawing on the toolbox which includes statistical tests for reliability and validity but also seeking credibility through transferability, dependability and confirmability. I have found the advice of Miles and Huberman most valuable.

There are strengths and problems with each of the methods I have chosen. Using both has, I hope, addressed many of them. The first, primarily deductive study involved the use of carefully constructed and tested questionnaires which drew on previous research and on earlier grounded enquiry in context. Care was taken to elicit responses about all the important elements under investigation. The measures were subject to tests of reliability and validity and

found to be robust. Descriptive and confirmatory statistics were used which enabled data to be presented in the confidence that the findings were indeed significant. Not only were the results consistent with expectations, they also 'felt' true to practitioners and participants. After two years, subjects were given the opportunity to substantiate these findings and to explain the practical and attitudinal outcomes of the experience in their own words.

It could be argued that such an approach was context stripping, and that by setting the agenda and providing limited choices of response I only saw what I wanted to see, and may have missed important information. It was easier to measure the robustness of the instruments than their inclusiveness.

The second, primarily inductive, study was designed in order to address these issues, to find out whether the findings would remain consistent for future cohorts, and to allow for the investigation of new theory. Interview schedules were designed with the intention of eliciting information about each key area of research without directional influence. New volunteers were given the opportunity to explain and introduce ideas about the effects of the experience and for the first time students with learning difficulties were heard. Priority in analysing the data was to preserve the voice of the participants and to understand their experience.

Of course it can be argued that while respondents were able to give their opinions freely, their responses may reflect what happened to occur to them at the time, rather than their most strongly held beliefs. However, the fact that volunteers of the second strongly confirmed the findings of the first study gives credibility to both.

In the first study it was possible to compare effects of the experience with some precision, as the same questions were asked before and after interaction, and also identical words were used in questioning each person. Factors and categories remained constant. In the second study, care was taken to elicit information about each aspect of enquiry but the agenda was led by the respondents, who gave different weighting to each and who provided a wide variety of outcomes.

Quantitative data analysis was used in both studies. The choice of tests in the

first study reflected the small numbers involved. A larger sample would have enabled the use of other tools such as multiple regression, to further clarify the relationship between the variables. The use of at least descriptive statistics in the second felt inevitable to give some indication of the relative importance of the findings. I am aware that counting is only one way of evaluating data, and am cautious about the assumption that frequency equals importance - particularly in grounded theory in which respondents offer a variety of perspectives.

A major strength of this research is that its focus is on a real life, permanent initiative. This strength can also be described as its main methodological weakness. In the messy and dense world of further education it has not been possible to isolate variables which can be studied carefully in turn. The outcomes of the scheme were affected by factors within students (motivation, attitudes, personality, ability / disability, age, gender, race etc.) and externally (the institution, organisation of the scheme, support given, teacher influences, logistics, life events etc). Each decision to pursue one aspect led attention away from others and I am painfully aware of areas which feel vital but which are yet to be investigated.

The decisions I made were based on my reading of the literature as well as my own sense as a practitioner about what was important and I chose to take up the mandate of previous researchers in their contribution to understanding these aspects of integration that appear to be most important but about which there is much left to understand.

Ethical issues affected the design at each stage. The first, quasi experimental study would have benefited from random sampling, both in the treatment and reference groups. In practice this would have led me to reject potential volunteers and to assign others to activities they may not have chosen. I decided not to take any action that would reduce or impair opportunities for students with learning difficulties. Also of interest would have been sociometric measures which showed changes in students' perceptions of each other. Again, I chose not to use methods which would have led participants to derogate each other.

It is common for evaluation of initiatives for students with severe learning difficulties to be conducted by those with direct involvement in the programmes (Jenkinson, 1993) and I am ever aware of my dual role in this study - as practitioner and researcher. I cannot guarantee absence of bias in my reporting but have sought rigour in the design, reliability and administration of the methodology to ensure that all voices have been heard and reported, including those raising problems. Also, my understanding of the students and the scheme have enabled me to overcome potential barriers of access in order to elicit detailed information from the participants.

Finally, I believe that the methodology used in this study was inevitably affected by researcher constraints: as a full time lecturer in Further Education living some way from the University and as a parent, I needed to choose manageable methods. Had I been part of a full time funded research project I would have planned to use qualitative and quantitative methods simultaneously - perhaps involving another institution.

Part Four

Connections with other studies

4.1 Recent research

The process factors under investigation originally derived from research led by two sets of academics in the U.S.A., Roger and David Johnson of the University of Minnesota, and David Cole from the University of Notre Dame with Luanna Meyer of Syracuse University and John Rynders of the University of Minnesota. During the period of investigation of this study in which links were explored between concepts of process arising from the work of each of these researchers, the individuals concerned have worked collaboratively towards a similar end. They investigated the use of co-operative strategies within integrated recreational activities, synthesising a series of American studies taking place over more than a decade and involving children across the range of pre school to school ages and with severe disabilities including learning difficulties, physical disabilities and autism. Rynders et al (1993).

Also of great relevance and drawing on these process factors in a British context, was a study by Ware (1992) involving a total of 26 school children with severe learning difficulties in their peer interactions in 7 different schools. She

conducted a series of four studies in which the social outcomes of the 'generally informal or ad hoc' arrangements for integration made by SLD schools in Britain were evaluated. Her concern was to confirm or otherwise the benefits claimed as a result of integration initiatives carefully designed for the purposes of research.

Ware concluded that the crucial issue in promoting social interaction is the type of activity scheduled, and expressed reservations about the quality and quantity of social interaction fostered by the brief integrated sessions commonly available to pupils with SLD. While acknowledging the linguistic benefits of mainstream integration she emphasises the importance of learning disabled peers in providing opportunities for the equal participation and leadership in social interaction which is missing in the more passive interactions she observed.

Rynders et al. found that a co-operative goal structure does promote positive social interaction and identified particular activities which encourage pro social behaviour. Like Ware they found that this did not guarantee that students with disabilities would initiate social interaction. They found social interaction between children in an integrated setting was less frequent than in an all -non disabled grouping and concluded that the ratio of participants with and without disabilities was a critical factor in promoting a rich social experience for students. Regarding peer relationships, links between the co-operative setting and the development of socialisation roles among mainstream peers were confirmed but researchers avoided an artificial dichotomy between 'friendly' and 'tutoring' roles - acknowledging the way in which many relationships show aspects of either end of that continuum. They conclude that the two conceptual models have 'relatively untapped complementary possibilities'.

The findings of my study complement each of the findings above, providing evidence about the effect of process factors in the context of further education in Britain and leading to an appraisal of implications for practice.

4.2 Social structure

My interest has been in investigating the outcomes of activities in which integration is not a primary goal but a means of facilitating access to

opportunities in further education for students with learning difficulties - opportunities which include both socialisation and learning outcomes. It has become clear that truly co-operative social structures are unlikely to be found in integrated settings that arise naturally in the classes of a course or in additional self chosen activities in further education. The major tenet of co-operative structure, the existence of linked goals, is missing. Much more likely is a workshop setting in which students both take part in activities initiated, sanctioned and sometimes supervised by autonomy supportive staff. I have found, however, that shared activity such as that found in leisure activities and in workshop style lessons does result in outcomes that are similar to those proposed by Johnson et al. Volunteers have become more accurate in their perspective-taking; they have developed differentiated and dynamic views of their peers with learning difficulties and they have developed expectations for rewarding and enjoyable future interaction. These changes in the cognitive and affective attitude components lead to behavioural outcomes demonstrated in 'inclusive behaviour', additional contacts and continuing practical engagement in later years.

4.3 Relationships

I have found the association between social roles and egalitarian outcomes and tutoring roles and more hierarchical outcomes to be valid. There is strong evidence that the selection of more social contexts such as the leisure setting will provide benefits for students with learning difficulties in terms of making friends, and will allow them to develop and display their social strengths. Conversely, choosing to be tutored may make skill acquisition (and therefore difficulties in learning) the most salient attribute and maintain more static perceptions. The participants in this study have described ways in which these claims can be substantiated but they have also shown how human feelings and behaviour cannot be neatly parcelled into polar extremes, and how the characteristics of the individuals and the activities in which they engage influence the outcomes of any interaction.

Like Cole and Rynders, however, I am cautious about the nomination of 'goodies and baddies' in terms of integration outcomes and believe that greater understanding of differences can result in increased possibilities for complementary work. It is clear that a mandate exists for harnessing

mainstream students in order to promote both learning and social outcomes for their peers with SLD, and I do not find these twin goals to be mutually exclusive. Possibilities for involving mainstream students in initially social contexts as a way of preparing for friendly tutoring later on are suggested by Rynders et al, while Ware promotes the idea of structuring 'free play' as an appropriate way of encouraging interaction. This study has shown that a peer integration scheme that encourages students to participate freely in activities and settings of interest will provide students with SLD with both tutoring and social opportunities for integration: they will gain both types of benefit and their mainstream peers will be enabled to experience both. Furthermore, for mainstream peers, involvement in workshop-type activities will enable them to see both the social and the learning attributes of their peers in a positive light, while enabling them to develop inclusive behaviours which will stand everyone in good stead for future interactions in adult life.

Part Five

The significance of the work

This study makes it evident that further education is a particularly suitable context for integrated activity; it provides a community microcosm in which students with learning difficulties can experience greater independence and adult status than was possible at school and make choices about a wide range of activities. At the same time it provides both formal and informal support to improve students' coping skills and minimise risks. A ready-made cohort of able volunteers is available, whose pattern of study includes unscheduled hours in which they supplement their own courses with activities of shared interest. It is this availability for voluntary engagement that is particularly helpful and which contrasts with integrated opportunities in schools. Volunteers are self selected, not chosen by staff. Students with learning difficulties can request support for themselves, rather than being assigned help by staff. There are great opportunities for intrinsically motivated interaction that are simply not possible in school.

Practical courses that have been designed to include students with learning difficulties can lend themselves to the use of cooperative learning strategies in which students work towards shared goals. Such courses can attract autonomy supportive staff who foster the intrinsic styles of self regulation that keep

students motivated and engaged with their activities.

In the short term a volunteer scheme enables students to receive support to access a wider range of activities; to have a higher ratio of support in the classroom and to meet and get to know students from other courses. In the longer term such a scheme may result in greater opportunities for people with learning difficulties in the community as they engage with ex volunteers in positive interactions in social and occupational contexts.

We need to 'step back' from the idea of intervention to create integrated conditions and to look at the environment in which inclusive learning takes place, recognising the implication for all students of multiple contacts occurring in different contexts, and including including 'reverse integration' or the inclusion of mainstream students in the activities of peers with learning difficulties. What is of most interest is a greater understanding of what happens in the course of natural interactions that occur between students during the various activities they choose, such as studying for a qualification, eating lunch and taking up leisure activities, rather than something set up for the purpose of integration. Integration, in my opinion, should be embedded as a means of facilitation that is secondary to the goals of students' lives. It would be arrogant to assume that a major goal of people with learning difficulties is to mix with us.

Part Six

Implications for practice and service

6.1 Political implications

The implications of this research can be viewed from many perspectives : political, institutional and individual.

The challenge for future policy makers is to contain individual entitlement within a framework of collective responsibility.

(Corbett and Norwich 1997)

This study ends as a new government begins. We may yet see a shift in the political climate which addresses the needs of the minority. Early signs indicate a continuing tension between the desire for high standards of achievement and behaviour and the desire to promote equity and inclusion. This tension 'locates inclusive ideology as a fragile concept, as likely to be subverted by market forces as it is to be adopted as a policy edict'. (Corbett and Norwich 1997)

Colleges for Further and Tertiary education are faced with increasing pressure to measure success by learning outcomes (upon which funding depends). At the same time, Further Education Funding Council inspections focus on pastoral and support mechanisms such as cross college support and guidance and range and responsiveness of provision.

The current debate about the links between education and the economy and the focus on increasing the skill levels of the nation has led to a debate not just about the academic / vocational divide but about the extent to which our education system empowers individuals to understand the relevance of their learning to wider democratic and social goals. A peer integration scheme is an example of one context in which networks of students can bring complementary skills drawn from a range of experiences, using their specific skills and knowledge in the 'practicalisation of the theoretical' (Spours and Young, 1992) which can lead to benefits hard to provide elsewhere.

The Learning Difficulties and/or Disabilities Committee (FEFC 1996) has mandated colleges to provide a new emphasis on the inclusion of all students into the learning environment of further education. Its effect has been for students with additional needs to become more visible and for new expectations to be created about ways in which they can be served by their colleges. The remit is to 'concentrate on understanding better how people learn so that they can be better helped to learn'. It is a remit for greater understanding of the implications of different models of interaction. Provision for all learners can contribute to better provision for all - including so called mainstream students - and can help to spread support and remove some of the demarcations between those who need it and those who do not: in fact it can be argued that any student may need support.

A scheme such as Partners may provide a means of inculcating a value system of support and inclusiveness in a college, so that cooperative conditions become visible not only in a classroom environment, but also as an institutional structure. The outcomes (of interpersonal attraction and realistic but positive heterogeneous relationships) are highly desirable for the college as a whole.

The role of mainstream peers in supporting students with additional needs has been welcomed for reasons that can be seen as cynical or inspiring. Peer support may be with us for economic reasons or as a by product of a model that leaves little scope for differentiation. It can be used to provide a tokenistic gesture towards integration that lets an institution off the hook without making structural changes that would enable students with learning difficulties to gain equal access to access to valued provision, particularly qualifications and skills training.

Alternately, peer support can be promoted as one response to students' own desire for an unobtrusive support network which will enable them to access opportunities without the stigma of staff intervention through a network of friendly facilitation which makes for a truly inclusive environment. Colleges can plan for ways of implementing inclusive learning by organising and delivering effective support for learning for all students. Peers can be a realistic way of providing an extension of support for those within the continuum who need it, as part of (and not instead of) a proper system of inclusion. Within this model, peers can be seen as a natural and cost effective resource which contributes to a 'social process of learning' (Ainscow 1995), encouraged by autonomy supportive staff who recognise the capacity of students to contribute to each others' learning.

6.2 Institutional implications and benefits for mainstream students

Many students in a college community such as RUTC already possess positive attitudes and skills which could be harnessed to create a more inclusive environment. The college climate of divided specialism and the natural cliquism of young adults make it unlikely that students will interact without reason (even among mainstream groups). In relation to disability, worries about coping and about unexpected events hold them back. A semi-structured programme gives students support but lets them take the initiative and enjoy each others' company without being watched, as well as giving them skills and status for future activities.

Inclusion is not an attractive market force, and recent trends towards league tables of narrowly defined attainments have maintained the spectre of exclusion for those unlikely to contribute towards exam success. Popular support for the

exclusion of individuals emphasises the desire of parents that their sons and daughters should be educated among those who provide desirable academic and behavioural role models. A peer integration scheme can be promoted as an example of an additional benefit for mainstream students, giving them access to a wider range of activities, but also promoting an attractive institutional ethos in which students of all kinds are welcomed and enabled to work together, reversing negative perceptions. and emphasising the mutual advantages of such an alliance.

Inclusion becomes more 'marketable' when it becomes clear that it encourages mainstream students to develop connective skills that enable them to engage with broader issues and consider the implications of their attitudes and behaviour in ways that touch on their future lives, not just in connection with disability, but in their improved interpersonal skills and the maturity that comes with learning to be responsible.

It is clear that students who have been involved in a peer integration scheme found the experience useful in their further training and employment, in some cases leading them to work directly within the field of disability and in others to use the experience in gaining access to other areas of work. While this may lead to the provision of a work force who feel positive about inclusion, I do not wish to promote peer integration as a kind of work experience with its attendant emphasis on students with a learning difficulty as some kind of product to be practised upon. The scheme should not be promoted as teaching practice, nor should teaching skills be taught as part of a support programme. In my opinion, the emphasis should be placed upon the volunteer bringing him/herself to the experience and taking the lead of the students with learning difficulties, with support from trained staff. The benefits of connective specialism, improved interpersonal skills and personal development are more suitable rewards to share.

The opinions of senior college managers about the institutional benefits of a peer integration scheme were sought during this study. They are not included in this report for reasons of space but also because they expressed generalised feelings of goodwill towards such an initiative rather than a specific consideration of the issues of, for example, connective specialisation. More structured investigation of institutional benefits would be timely.

6.3 Implications for the organisation of a peer support scheme

The research leads to new considerations for the organisation of a peer support scheme within a framework of inclusive learning and behaviour.

Setting the objectives

It is important to begin with the SLD student and the provision, not with the volunteer. Peer support can be approached from different perspectives: as a way of enabling students with SLD to access desired activities or as a means of social integration. Organisers need to find out how individuals with SLD would like to use peer support in order to plan a response. For example, individuals may want to learn a skill, to meet lots of people, to make a special friend, to be able to go about without a teacher, find something to do at lunchtime, to avail him /herself of more help in lessons, or to meet a girlfriend/boyfriend.

Some of these requests can be met through a volunteer scheme and volunteers can play an important role in the development of opportunities for people with learning difficulties as well as providing them with support to access existing ones. For example, volunteers can increase the provision of leisure activities such as snooker, art or football simply by sharing their own interests.

Some outcomes desired by SLD students (such as finding a boyfriend) are beyond the remit of such a scheme although this may not be apparent to applicants until discussed. Other outcomes may not depend upon volunteers. Access to mainstream courses may only be available as a result of institutional restructuring; discrete provision may be adapted to include a wider range of subjects in response to student demand; student unions can be harnessed to create more inclusive representation; patterns of staffing can be changed to improve access in target areas such as IT. Sometimes students need encouragement to take their own steps in the same way as other students. Students with SLD should be included in discussions about ways of achieving their objectives.

Differential outcomes

In many contexts, peer volunteers will be invaluable in providing an network of

support. The outcomes from different types of activity can be discussed with SLD students and plans made so that experiences can be geared towards meeting their particular requirements. For example, students who wish to improve or consolidate computing skills can be matched with individual peer tutors in order to use an otherwise daunting resource such as an open access IT workshop. Alternatively, students who want to build core skills of literacy and numeracy may enjoy increased support in a lesson with a volunteer who can give specific help under the guidance of the teacher. Students seeking to participate in additional activities in the busy social milieu of college can join a club (such as circus skills, drama or a womens' group) with a volunteer. A lunch Partner may be of interest to a student who wishes to make an individual friend with whom to spend quiet time. Lessons can enable both social and learning support in addition to providing college staff with the human resources to enable them to plan for differentiation at an individual level in mainstream or discrete provision. Once differential outcomes are known, they can be used for effective planning.

It would be possible to construct a continuum of experiences for volunteers which would maximise the development of skills, minimise anxiety and allow volunteers to benefit from a range of interpersonal and occupational outcomes arising from different settings. For example, a new volunteer with no previous experience beginning a two year college course could begin by joining a practical class led by a teacher. Having become familiar with students and acquired useful skills, the volunteer would be well placed to offer individual tuition or to share a leisure opportunity. A logical extension of this would be to meet individual students with learning difficulties out of college or go on to a more formal community self advocacy or befriending scheme run by social services or the voluntary sector. In this way, volunteers would be enabled to develop a differentiated view of individuals with learning difficulties and avoid maintaining a static viewpoint, while building a portfolio of practical skills of use both to the volunteers and to people with learning difficulties.

Publicity and promotion

The scheme should be promoted as an approved and embedded institution of the college and publicity should appeal to intrinsic motives. In practice, this means emphasising the enjoyability of the activities, the cooperative climate and the promotion of the scheme as a way of extending equal opportunity.

Video and other materials should promote a positive view of students with learning difficulties which show them to be pro-active and diverse individuals with skills and maturity. Information about the scheme should be part of the college prospectus and pre enrolment mailings. Staff of the college should be informed about the scheme (for example through a pastoral system) and should be encouraged to discuss it with students.

Enrolment

Enrolment into the scheme should take place after other course commitments are known, and should be available all year. Patterns of attendance should be negotiated to take account of students' study and exam commitments. All college groups should be targeted; the scheme should be inclusive of a representative population of the college. No student should be coerced into joining the scheme -for example to make up hours on a timetable.

Retention

Volunteers will keep attending if their commitment suits their timetable; if they can balance the requirements of their college course; if they enjoy the activity itself and are given a manageable role. A support framework should preempt foreseeable problems by identifying organisational tensions such as issues of behaviour management in leisure times and should be alert for early signs of individual tensions, for example, personality clashes. Guidance on 'what to do if...' will help volunteers to cope in the event of problems.

Support

Support is needed at four levels :

- * For college staff (of different kinds for those promoting and those implementing the scheme by working with volunteers and/or supporting students with learning difficulties). They will need information about the mechanics of the scheme and about ways of facilitating it, together with an opportunity to develop strategies for encouraging a cooperative social structure in which students find the shared accomplishment of a task rewarding.

- * For groups of volunteers. There is a need for a common core of information and the chance to discuss it, which should be open to all students of the college. This may include disability awareness, issues of self advocacy, ways of working together and problem solving and alternative means of communication such as the use of sign and symbols. The emphasis should be on learning how to share an activity, assisting only when needed. Focus groups would benefit from consideration of issues of responsibility and ways of working for volunteers involved in specific settings, such as supporting students in a small business; a basic skills workshop or a lunchtime club.
- * Individual support for volunteers. All volunteers need a named staff member who will review the experience with them, offering support and negotiating for change. This should form part of an induction period and can be can be organised thereafter in an ad hoc manner. Some volunteers, such as those who have learning difficulties themselves or those who join the scheme to 'help the handicapped' may be targeted for more regular support.
- * Support for students with learning difficulties. This may be embedded in individual learning plans and reviews and form part of tutorial and personal development curriculum.

Resource allocation

A volunteer scheme is an attractively inexpensive option but must be allocated sufficient resources to meet the need for effective organisation and support. Such a scheme will run smoothly only if systems are in place to pre-empt problems and to respond to them as they arise. Ideally, the scheme should be organised by people who know the students with learning difficulties concerned.

Part Seven

Issues for further research

This study has engaged with only some of the facets of a peer integration scheme. Decisions were taken, particularly in the qualitative phase of the research, about which data to investigate fully and a wealth of information

already exists which awaits further analysis. The findings themselves point the way towards rewarding new areas as yet untapped and highlight the need to do justice more fully to others.

7.1 Differential outcomes

I recommend an investigation of the outcomes of different models of integration in Further Education in order to compare effects on interpersonal relationships.

The educational outcomes of a peer integration scheme have not been investigated in this study. It would be particularly useful to evaluate the effectiveness of peer tutors in enabling students with learning difficulties to acquire skills, and also to consider the effect of the experience on mainstream students' college courses.

There is further work to be done on the differential effects of motivation with regard to engagement, (i.e. do volunteers who have more intrinsic styles of self regulation enjoy the experience more and take a more pro active role ?) Further analysis of the data collected in this study would be fruitful.

It is important that the attitudes of students with learning difficulties towards integration are measured. The challenge here is to develop methods which will allow students to understand and comment on complex theoretical issues. The use of video examples is recommended.

Further work is needed on the institutional benefits of a peer integration scheme.

7.2 Further variables

The influence of teacher variables has been considered only briefly in this study and has obvious implications for the success or otherwise of such an initiative. A comparison of the effect of autonomy supportive as opposed to controlling staff would complement further understanding about the promotion of intrinsic motivation among students.

Further work is needed on the effect of within-student characteristics such as personality and skill profiles on interpersonal relationships. This may lead to

guidance on most effective ways of matching students in peer relationships.

Data already available in this study will shed light on the outcomes of involving students with additional needs as volunteers as opposed to being in receipt of help.

There is great scope for further research into models of support for volunteers and the development of effective systems. Of particular interest would be attitude change intervention for those with inappropriate attitudes.

Further research is needed on the effect of integration of the self esteem of both mainstream and SLD students, including any effect (such as peer derogation) of the increased salience of perceived contrasts in ability.

7.3 Extending the concept

It would be valuable to research ways of extending peer support into mainstream classes, for example as a support mechanism for foundation groups, but also higher level courses.

There is a need to investigate ways of creating the opportunity for and extending the incidental contacts between students with learning difficulties and those without. Of interest would be, for example, a comparison of the effects of targeting students for attitude change intervention through disability awareness projects with the consequences of designing locational opportunities such as welcoming social areas and youth projects.

It would be fruitful to consider possibilities for linking a college volunteer scheme with external initiatives in social services or the voluntary sector. Issues of safety and locus of responsibility then become imperative.

A further round of investigation of the original volunteers of 1993- 1994 will be timely in 1998-1999, when ex students have graduated and settled into occupations, to find out the extent to which they have used the experience of the Partners Scheme in their adult lives.

APPENDICES

A list of these appendices is on page 555

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STUDY A : QUASI EXPERIMENTAL STUDY (Questionnaire)

Subjects and contact

29 volunteers had one contact each week with peers who have learning difficulties during 1993 - 1994 and were contacted again in 1996.

ATTITUDES TOWARDS DISABILITY

Attitudes of mainstream students towards disability

Adult Status Factor

Concerned with conceptualisation of people who have severe learning difficulties (SLD) as adults, as sexual, independent and able to advocate for themselves.

- * Volunteers hold more positive attitudes than non volunteers (the reference group)
- * New volunteers have an increased likelihood of making moderately positive responses after they have interacted with students who have SLD.
- * Fewer volunteers who were new to the scheme at the beginning of the experimental period held neutral opinions after the interaction.
- * There were no significant changes in the reference group over time.

The Rights of People who have Severe Learning Difficulties

Concerned with right of people who have severe learning difficulties to make decisions for themselves and to access mainstream services (to further education and to live and work in the community)

- * New volunteers had more positive attitudes after interaction with people who have severe learning difficulties than before.
- * New volunteers made fewer 'don't know' responses at time two.
- * New volunteers made significantly more moderately positive responses at time two.
- * There was a trend towards an interaction between groups over time.
- * There were no significant changes in the reference group over time.

Views about disability after two years (Open ended questionnaire).

- * All ex volunteers felt that the experience of integration had reinforced their existing positive views; enabled them to see people who have learning difficulties as individuals; increased understanding of the issues; improved confidence and enabled volunteers to see SLD peers as more mature and as equals.
- * There was little difference between outcomes in different settings.
- * Ex students of the reference group reported no changes in attitudes

STUDY B : THE QUALITATIVE STUDY (Interview)

Subjects and contact 54 new volunteers had one contact each week with peers who have learning difficulties during 1994 - 1994. 10 students who have learning difficulties averaged 9 weekly contacts with mainstream peers.

Attitudes of mainstream students towards disability

Before interaction

- * All new volunteers expressed more negative than positive expectations.
- * New volunteers with no previous experience of special needs had more negative expectations than those with some experience.
- * A higher proportion of new volunteers with some experience of special needs expected that their peers who have SLD would be ordinary individuals whose characteristics would vary.
- * Both groups expressed many practical concerns and worries about coping.

After interaction

- * Volunteers said that they had increased understanding of disability; were less likely to stereotype and were less worried about coping. Disability had become less prominent, they felt their relationships were less hierarchical and they were better able to interact.

Attitudes of people who have SLD towards their mainstream peers

Before interaction

- * New students expressed far more negative and neutral attitudes towards mainstream students than students who had experienced the Partners scheme in the previous year.
- * New students were interested and excited but were concerned about the appearance and behaviour of mainstream students. Returning students were eager to meet mainstream students and had ideas about what to do together.
- * A few students were worried about being teased.

After interaction

- * New and returning students made many more positive than negative references to mainstream students.
- * Mainstream peers were described as likable, helpful, nice and easy to get on with.
- * Concerns about mainstream students' 'mucking about' behaviour were replaced by references to enjoying mucking about together.
- * Worries about being teased were allayed but some reservations remained about mainstream students' dress standards.

Mainstream students' description of the attributes of SLD peers

Before interaction

- * All new volunteers described peers as having more negative than positive attributes.
- * New volunteers with some previous experience described more negative attributes than those with no experience.
- * All the positive attributes were concerned with expected personality traits: there were no positive expectations about ability.
- * Most common positive attributes envisaged were that peers with SLD would be social and motivated.
- * There were more negative expectations about ability than about personality.
- * Most common negative attributes envisaged were that peers would be moody, childlike and lack ability.
- * Communication was expected to be a particular area of difficulty.

After interaction

- * The number of references to positive personality traits doubled after interaction.
- * Expectations that SLD peers would be social and motivated were confirmed.
- * They were seen as emotionally open, mature, considerate and receptive to help.
- * Expectations that peers lacked ability were confirmed, but volunteers noticed unexpected abilities and skills; they needed much less help than expected.
- * Few negative personality traits were mentioned and these were attributed to individuals rather than to all students who have SLD.

SLD students' description of the attributes of mainstream students.

Before interaction

- * New students who have SLD expected that mainstream students would have a balance of positive and negative attributes: naughty; good; scruffy; friendly.
- * Returning students expected mainstream peers to have overwhelmingly positive attributes: OK; friendly; capable and a laugh.
- * New students described appearance and personality but not ability as salient features of mainstream students. Ability was more salient for returning students.

After interaction

- * New students noticed mainstream students' ability after interaction.
- * SLD students mentioned a contrast between mainstream students' ability and that of SLD peers.
- * Mainstream students were described by both groups as capable; OK; friendly; good; nice and a laugh.

ATTITUDES TOWARDS INTEGRATION

STUDY A : Views of mainstream students

Attitudes towards Integration

Concerning the desirability and feasibility of integrating students who have SLD into mainstream educational provision

- * The difference between the attitudes of the volunteers and the reference group was highly significant. Volunteers held more positive attitudes.
- * New partners made significantly more 'don't know' responses at time one.
- * There were no differences between groups' moderately positive responses.
- * Experimental groups made more highly positive responses compared who have the reference group at time one and at time two.
- * There were no significant changes in the reference group over time.

Attitudes to integration after two years

- * All ex-volunteers felt strongly in favour of integration.
- * The experience of the Partners scheme led to increased understanding about integration and the development of principles and practical skills .
- * Ex-volunteers felt others' misconceptions about disability created barriers for people who have learning difficulties.
- * Increased understanding made integration 'do-able'; ex volunteers had considered ways of making integration work.

STUDY B : views of mainstream students

Attitudes towards integration

After interaction

- * Volunteers believed that integration was possible.
- * They felt that experience brought abstract principles to life enabling volunteers to develop a realistic understanding of what was necessary to make integration work.
- * Volunteers were willing to see potential problems in a constructive light and plan for change.
- * Mainstream students desired greater integration for all college students - not just those who have learning difficulties.

THE SELF DETERMINATION PERSPECTIVE

STUDY A : views of mainstream students

The motivation of mainstream students

- * Intrinsic motivational styles are predominant among volunteers.
- * The most dominant motivational style among volunteers was identified regulation.
- * No volunteers identified themselves as motivated by predominantly extrinsic styles of self determination.
- * High attending volunteers had higher mean scores for identified and integrated styles of self regulation than did those who have poor attendance.
- * The only two students to achieve predominantly introjected regulation both dropped out.

The classroom climate : staff orientation

- * Every staff member involved with volunteers was demonstrated to be oriented more highly towards autonomy than control.

STUDY B : Views of mainstream students

The motivation of mainstream students

- * Most student volunteers were motivated by reasons that are closest to intrinsic styles of self regulation (S.R.) : they were interested (integrated S.R.) and felt the scheme to be worthwhile (identified S.R.).
- * There were few differences between the motives of inexperienced volunteers and those with some experience of SEN.
- * Motivation did not emerge as a major influence on retention.

The motivation of students who have learning difficulties

- * Students who have SLD wanted to have a Partner to share an activity, to socialise and to improve skills.
- * All were intrinsically motivated: most by integrated styles of self regulation.
- * Students who requested a Partner in order to do an activity maintained the commitment throughout the year, compared with 2/3 of those citing social reasons or skill improvement as their motive

PROCESS FACTORS

STUDY B : Views of mainstream students

Social structure

- * Truly cooperative activity, ie in which there is a common goal that can only be achieved through the participation of both parties, is rare.
- * Completely equal, non hierarchical activities are also rare.
- * There are many examples of a social setting of mutual activity in which students join in and work together with a strong emphasis on support from the mainstream peer.

Relationships

- * A continuum of roles was described, from teaching to social relationships.
- * Half the volunteers described a mix of roles characterising various levels of support within a friendly context.

Communication

- * Volunteers changed and improved their communication behaviour to include more gesture, sign and body language - to simplify their language and to use different ways of communicating such as signs and gesture.
- * Communication did remain an area of concern after interaction.

Problems

- * 19 references were made to problems.
- * They included communication; interpersonal problems; problems with the activity; SLD student characteristics, fears about responsibility and misunderstandings.

Benefits

- * The main benefits included having fun; attitude changes and personal development. Fewer references were made to making friends, contrasts with own lessons and career benefits.

STUDY B : students who have learning difficulties

Process factors

Partners' roles

- * The most common role described by the majority of students who have SLD was 'equal friend': taking turns, sharing and chatting
- * A third described the role of facilitator, involving friendly help and shared activity.
- * Least common was the more interventionist tutoring role characterised by direction and feedback by the volunteer.

Problems described by students who have learning difficulties

- * 9 problems relating to the scheme were reported. Most problems were reported by 2 students.
- * Most problems were interpersonal. Some SLD students felt they sometimes behaved inappropriately because of upsets caused elsewhere. They blamed themselves.
- * Problems included hitting; being upset; saying bad things; screaming and mucking about.

Benefits described by students who have learning difficulties

- * 26 benefits were identified by 10 students.
- * Almost all students who have SLD enjoyed making friends who have mainstream peers.
- * Most appreciated receiving extra help.
- * Other benefits mentioned included having fun, enjoying the activities and increased independence from staff supervision.

ADDITIONAL CONTACTS

STUDY B

Additional Contacts reported by mainstream students

- * The most common additional contact was informal meetings around college.
- * Students often met in the canteen: a few had lunch together.
- * Several students met on the bus or locally.
- * Tutor group representatives met up with peers who have SLD to support them in student union activities.
- * About a quarter of volunteers reported introducing other friends to their SLD peers.

STUDY B

Additional contacts reported by students who have learning difficulties

- * All students who have learning difficulties reported additional contacts in the canteen.
- * All 'independent travellers' met and chatted to mainstream volunteers in the street on the way to and from college.
- * Most students met each other in the college corridors.
- * Some mainstream volunteers attended SLD students' parties.
- * One volunteer helped a peer who has SLD to find a job.

DIFFERENTIAL OUTCOMES OF EACH SETTING

LESSONS WITH STAFF

STUDY A

Lessons were found to be associated with the following outcomes in the relationship between students, as reported by the mainstream peers.

Strong trend (75 - 100%)

- * students considered that they had made friends.
- * students remained focussed and on task when completing the job.
- * students could identify a common goal that was shared.
- * students did a task together.
- * both needed to work together complete the task.

and to a moderate degree (50 - 74%)

- * volunteers were involved in tutoring to some extent.
- * peers met each other socially outside the lesson.
- * the relationship was described as balanced in which no one person was always in charge and roles were sometimes reversed.
- * mainstream students spent time with students who have learning difficulties rather than with staff.

Unlikely outcomes (less than 50%)

- * students who have learning difficulties were unlikely to be in charge in this setting.
- * they were unlikely to complete the task independently.

Two volunteers dropped out of this setting

After two years

Attitudes towards integration

- * 'Lessons' resulted in the greatest balance between increased understanding of issues about integration and the development of skills to make it happen.

Contacts since leaving the scheme

- * 28 % of volunteers made subsequent contacts with people who have learning difficulties. All were vocational.

Influences on behaviour

- * 12/14 volunteers felt that the experience had helped them in their employment or training and 5/14 mentioned interpersonal effects.
- * Ex volunteers had not been directly involved in promoting integration but two felt they were more welcoming of incidental contacts in the community. 7 had made future plans for practical intervention .

STUDY B Lessons with staff

Attitudes towards disability

- * Volunteers in the lessons setting saw students as individuals, observing a wide range of ability.
- * Fewer comments relating to empathy and equality were made by volunteers.
- * Volunteers' worries about coping were allayed.
- * Students who have SLD were seen as possessing a balance of social; skilled and sensible attributes including the ability to make progress (with support).

Attitudes towards integration

- * Volunteers believed integration is possible.

Social structure

- * A minority of volunteers shared an interest in the subject.
- * Most volunteers joined in.
- * Practical tasks made joint activity easy.
- * Classroom based lessons provided less opportunity for joint participation.
- * Volunteers supported peers to get the job done.

Relationship

- * Half of the volunteers described a 'facilitating' role.
- * A fifth of volunteers described an equal status relationship.
- * Almost half of volunteers reported social outcomes.
- * Few volunteers described themselves in a teaching role.

Behaviour (supporting learning)

- * Volunteers helped students who have SLD to learn - by demonstrating and by backing up teachers' instructions.

Socialising

- * Volunteers reported incidences of friendly behaviour such as chatting.
- * There was a sense of friendship developing at the same time as other (work oriented) activity is going on

Additional contacts

- * Volunteers brought their friends to some lessons such as gardening and the cafe.
- * They met and chatted with students around college.
- * Half of volunteers wished to extend contacts who have their peers who have SLD. About a fifth planned for future professional contact who have disability.

Benefits

- * Each volunteer mentioned at least three benefits for him/herself.
- * Volunteers enjoyed the experience.
- * They enjoyed the activity itself, the students and the working environment, the socialisation and the break from other lessons.
- * They felt that the experience would be useful for their future careers.

Problems

- * Most problems related to the activity or the relationship.
- * Communication was the most frequently mentioned problem.
- * 2 volunteers did not have enough to do.
- * 2 volunteers had problems knowing how to respond to student overtures.

STUDY A Sports Setting

These outcomes were reported by 75 - 100% of mainstream students:

- * Mainstream students spent time with students who have learning difficulties rather than who have staff.
- * Students who have learning difficulties were sometimes in charge.
- * Students who have learning difficulties did not depend on the help of mainstream students.
- * Students remained on task.
- * The relationship was balanced: no one was always in charge.
- * Peers shared a common goal.
- * Both were working for the same results (fitness and enjoyment).

These outcomes were reported by 50- 74% of respondents.

- * Mainstream students felt they had made friends with students who have learning difficulties.
- * Students took part of the activity each.
- * Students did the activity together.
- * Both had to be there for the activity to happen
- * Both had to work together for the activity to be completed.

Unlikely outcomes (less than 50%)

- * students were unlikely to meet socially outside the activity.

No volunteers dropped out of this setting

Lunch

These outcomes were reported by more than 75% of respondents.

- * Mainstream students spent time who have students who have learning difficulties rather than with staff.

- * No-one was always in charge.
- * Students met socially outside the activity.
- * Students felt that they had made friends.
- * Students who have learning difficulties did not depend on the help of mainstream students.
- * Students remained on task.
- * The relationship was balanced : no one was always in charge.
- * Students had a common goal.
- * They were involved in the activity for the same end result.

Unlikely outcomes (less than 50%)

- * Mainstream students were unlikely to see themselves in a teaching role.
- * Both did not need to be there for the activity or outcome to take place.

No volunteers dropped out of this setting

After two years

Contacts since leaving the scheme

- * 87% of volunteers made subsequent contacts who have people who have learning difficulties. Two thirds were vocational and one third social.

Attitudes towards integration

- * More references were made to increased understanding of the issues around integration than to the development of skills to make it happen.

Influences on behaviour

- * All volunteers felt that both their interpersonal and occupation behaviour had been influenced by the experience (more references than other settings).
- * All ex volunteers had found opportunities for or made plans for practical ways of supporting integration.

STUDY B

Leisure setting

Attitudes towards disability

- * Volunteers in the leisure setting saw students as individuals, observing a wide range of ability (positive and negative).
- * More comments relating to empathy and equality were made in this setting.
- * Volunteers were positive about abilities and social skills and felt that peers can learn, with help.
- * Volunteers noticed social attributes (friendly, affectionate, sense of humour). Peers were less likely to be described as sensible or mature.

- * Volunteers felt students' social skills were more advanced than their intellectual skills.
- * Volunteers' worries about coping were allayed.

Attitudes towards Integration

- * Volunteers believed integration is possible.

Social structure

- * Shared activities in which both partners joined in.
- * Activities were of interest to both.
- * Students helped each other.

Relationships

- * The majority of volunteers described an equal status relationship.
- * Most volunteers described social outcomes.
- * Few volunteers described themselves in a teaching role.
- * A third of volunteers described a 'facilitating' role.

Behaviour

Supporting learning

- * Volunteers did not refer to supporting learning.
- * They managed the timing and organisation of sessions and started students off.
- * They maintained sensible behaviour and gave students a hand.

Socialising

- * More references were made to social aspects in this setting.
- * The impression is of normalised same age relationships: having a laugh and a chat.
- * There is a feeling of natural warmth.

Additional contacts

- * Students found it easy to stop and chat around college (and were likely to do so).
- * All volunteers wished to extend contacts with their peers who have SLD and about a fifth planned for professional contact with the field of disability.

Benefits

- * All volunteers enjoyed the experience and mentioned at least two benefits each.
- * The company of peers who have SLD was enjoyed most, followed by the activity ; the working environment and the contrast with other lessons.
- * They felt a sense of achievement in working without supervision.
- * Few volunteers mentioned career benefits.

Problems

- * The main problems were interpersonal, in managing behaviour.
- * There were concerns about structuring the sessions.

STUDY A Tuition setting

These outcomes were reported by more than 75% of volunteers :

- * Mainstream students saw themselves in a teaching role.
- * Mainstream students spent time with students who have learning difficulties rather than with staff.
- * Students who have learning difficulties remained focussed on the task.
- * Both students must be there for the activity to take place.
- * Both must be there for the task to be completed.

These outcomes were reported by 50-74% of respondents.

- * Students who have learning difficulties were sometimes in charge.
- * The relationship was described as balanced, in which no one person was always in charge and roles were sometime reversed.

Unlikely outcomes (less than 50%)

- * Students were unlikely to meet socially outside the lesson.
- * They were less likely to declare that they had made a friendship.
- * Students who have learning difficulties were unlikely to work independently in this setting.
- * It was unlikely that students shared common goals.
- * They were not working for the same end result.
- * They were unlikely to take part of the task each.
- * They were unlikely to do the task together.

Three volunteers dropped out of this setting

After two years

Contacts since leaving the scheme

- * 43 % of volunteers made subsequent contacts with people who have learning difficulties. Two thirds were vocational and one third social.

Attitudes towards integration

- * More references were made to increased understanding about integration than to the development of skills to make it happen.

Influences on behaviour

- * 3/7 ex volunteers mentioned occupational influences on behaviour. The same number mentioned interpersonal influences.
- * Ex tutors had had been influential in proposing change and planning for longer term contact rather than making actual contact.

Problems

- * The main problems were in devising ways of enabling students to learn.

RETROSPECTIVE STUDY

STUDY A: Views of mainstream students after two years.

Persistence of attitude change

- * All ex volunteers felt that the experience had a positive effect on their attitudes towards disability. It reinforced existing positive views; promoted a view of students who have SLD as individuals; increased understanding and confidence; promoted a view of students who have SLD as mature and equal; made ex volunteers more realistic and promoted respect (ranked) .
- * There was little differentiation between settings.
- * All ex volunteers felt that the experience had made them more welcoming of integration, by increasing understanding and developing skills and principles.
- * 18 of the 29 subjects (62%) mentioned practical ways in which they supported or planned to support integration for people who have learning difficulties in social, educational or work environments.

Contacts since leaving the scheme

- * 55% of ex Partners had contact who have people who have learning difficulties in the two years since leaving the scheme, compared who have 7% of the reference group.
- * 17% of ex Partners felt that the experience had changed their career path.
- * Two years on, 14 were involved in current contacts. Of these, 69% related to work, and 31% were social.
- * 93% of ex volunteers felt that the experience had influenced their subsequent behaviour.
- * 69% felt that the experience had helped them in their employment or training; in their applications; in giving them realistic expectations; in influencing their choice of career; giving them relevant subject knowledge and maintaining their existing interest in the field. (ranked)
- * 55% described ways in which their interpersonal skills had been improved by the experience- in their dealings with people and their improved communication.
- * 25% of subjects of the reference group felt that contact with people who have learning difficulties might have affected their attitudes and / or behaviour by making them more confident and understanding.

STUDY B

Tuition setting

Attitudes towards disability

- * Fewer comments relating to empathy and equality were made by volunteers.
- * Tutors found SLD peers less easy to work with than anticipated.
- * Volunteers noticed lack of ability rather than evidence of skill, but found that students could learn with the right help. Students were seen as motivated and sensible.
- * Volunteers' worries about coping were not allayed.

Attitudes towards integration

- * Volunteers identified ways in which educational integration would be difficult for the students and the institution.

Social structure

- * Most volunteers shared an interest in the subject.
- * Majority of volunteers did not join in.
- * Volunteers spent their time helping peers learn skills.

Relationships

- * Majority of volunteers described themselves in a teaching role.
- * A fifth of volunteers described an equal status relationship.
- * No volunteers reported social outcomes.

Behaviour (Supporting learning)

- * Volunteers planned learning; maintained students' attention and checked work.

Socialising

- * Few mentions were made of social behaviour.

Additional contacts

- * Tutors were reserved about making additional contacts - they felt they did not know each other well enough.
- * None made plans to extend contact who have their peers who have SLD but a few would join a similar scheme in future.

Benefits

- * Only a third of tutors mentioned enjoying the experience.
- * They did not mention enjoying the company of the students or other social benefits.
- * They mentioned a sense of achievement improved communication skills.
- * One fifth mentioned career benefits.

Partners Information Pack

How to Join

- * Sign up for a Partners interview
- * Read the information in this pack before the interview
- * Look at the Partners boards outside E23a and D6 and find some 'vacancies' that suit you
- * Fill in the Partners form at the back of this pack, and bring it when you come for your interview
- * We will arrange an activity with you, and you will try it for two sessions.
- * After two sessions we will have a review meeting, when you decide whether to make a commitment.



***Fill in your interview time here**

Date/time

Have you :

- read this pack ? ☐
- filled in the form ? ☐
- looked at the vacancies ? ☐

SUPPORT FOR YOU

Trial period

Every Partner will have an introduction period before making a definite commitment. This is usually two sessions of whatever you have chosen. It's hard to make a commitment to something you haven't tried yet.

You will meet with a member of the Learning Support staff after the two weeks to review the experience.

One to One meetings

You will be supported by a key staff member from the Learning Support Team. Please do ask questions and let us know your ideas.

We are keen to help plan and review your experience. Just sign up for a time (in E23a) for an individual session whenever you like.

Details of our information sharing sessions are on the back page.

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Some guidelines for you

Allow yourself some time to get things right. There's no special magic about what to say or do. Don't be afraid to ask your Partner if you feel stuck.

Partners are sometimes unsure of their role : whether to try to be a helper or a friend. We think you should do what feels right at the time : sometimes Partners are asked to share a skill (like French or computing). Then it's clearer that your role is to demonstrate and share your ideas about how to do it. Often, though, your role is to help someone find their own way into an activity ; using the canteen, serving in the cafe, using the locker in swimming. Sometimes just doing something together is what's called for. Meeting you, and your friends, is a way for students to increase their friendship group and get involved in college activities.

DO

- * Remember that your Partner is an adult : probably older than you are...
- * introduce your Partner to your friends.
- * Encourage him/her to try new skills and to practice old ones. Encouragement and support work wonders.
- * Break a task down into smaller steps - it makes it easier to succeed.
- * Ask for advice from us whenever you like.

DON'T

- * Do things for him/her unless you are asked to.
- * Treat him/her like a child - you don't need to go round holding hands or speaking in a special voice.
- * Go out of college together without checking with staff first.
- * Try to be a member of staff - be yourself, a fellow student.
- * Expect or put up with anything you don't like - speak to your Partner and explain to each other how you want to be treated.
- * Struggle - let us sort out problems with times, activities or other worries.

Putting your foot in it

Language: Language can be a minefield, and people are often worried about using the 'wrong' words to describe students they meet through the Partners scheme. The main point to emphasise is that all students are 'people first', and should be known by their names and personalities rather than their labels. Everyone is unique.

Disabilities and handicaps The term 'handicapped' was dropped some years ago, as people realised that while many of us have a *disability* (an injury, loss of function in some way,

Continued from Page 2

difficulty in learning etc), this only becomes a *handicap* if it prevents the person doing something. The handicap is often caused by the particular setting, ie someone who uses a wheelchair becomes handicapped by building without ramps ; in our provision at RUTC we aim to accommodate different needs.

Terms such as mental handicap have therefore been dropped.' People with learning difficulties' is a good enough term, if you need to refer to people in this way. We try to avoid lumping people together if we can. Words like 'retarded', 'slow' and 'ESN' have all thankfully been thrown out now.

Individual needs



Partners often want to know 'what students have got' in terms of specific disabilities. Again, the trend is not to label people unless there is a particular reason in that

person's interests for doing so. If you have questions about the person's needs, the best person to ask is him or her. We will talk to you about the student's health and learning needs if you would like more information, with the student's permission. We will let you know of any issues that you need to be aware of. There is nothing mysterious about how to relate to students with learning difficulties, just take the time to get to know each other, be tolerant of differences and positive about ways of giving support without being over protective.

Commitment

Thank you for joining The Partners Scheme. We hope that you will enjoy your involvement with us.

It is important that you come regularly, as students will be relying on your support.

We know that there will be some times when you are ill, have exams or simply too much work and find it hard to attend.

Please let your partner (and us) know if you are unable to come, so that we can make other plans.

Our courses

Partners either support students in the lessons of the courses of the Learning Support Section, or support them to do extra things in their own time. The main aim is for people to meet each other and build up social relationships.

Our courses

Pre Vocational Course One : PVC1

Coordinator Helen Hayhoe

This is a full time three year course for school leavers with learning difficulties, and many of the students you will get to know come from this course. Students come straight from special schools such as Clarendon and Strathmore in the Richmond Borough, plus schools in Ealing, Kingston and Hounslow. Students will be between 16 and 19 when they start the course. When they leave, many students use local day centres such as The Avenue, and use local community resources such as Adult Colleges and leisure facilities. Most PVC1 students would like to do some kind of work in the future. There are opportunities for supported employment in enterprises set up by social services, such as recycling, gardening, wholefood and catering businesses. All the cakes and pastries on sale in the college canteen have been made by local people with learning difficulties ! The course aims to prepare students for a more independent life and college provides an opportunity for students to begin to make choices and experience more freedom.

Students follow a busy timetable which includes the following :

Core time Students spend six hours each week with their own tutors. They work on literacy and numeracy skills such as reading, speaking, writing, telling the time, handling money etc, all in practical contexts and often based around real projects. They also work on independence skills such as speaking up for themselves (self advocacy) and may work on particular skills they have identified as important. Every student has an individual learning plan.

Personal Independence Skills. There is a

personal development and sex education programme, looking at all aspects of becoming an adult.

Cookery Everyone learns to cook their own main meals and snacks, looking ahead to independent living.

A programme of options. Students choose each term from a range of options such as : woodwork, art, swimming, Gateway Award community service, sports, drama, music, gardening, shopping, and leisure. Options are shared with the adult students.

Student council Students have their own decision making council, which feeds into the student council of the college.

Adults Community Living Course (ACL)

Coordinator Sally Burrows

This is a full time one year course for older adults, based at the college but drawing on the resources of the community and with a stronger work orientation. Students



follow a full timetable of activities including many of those above, designed to build links into work. Students on this course tend to be mature and more experienced than the younger students, and often more definite about their likes, dislikes and plans for the future. Students are likely to be living more independently in group homes with a few others, or may be planning to do so.

Employment Development Course

Tutor : Anne England

Students who have completed the above course may progress onto this part time provision. Students on this course may have

Continued on Page 5

Continued from Page 4

moved on to other things and are linked into other agencies such as the Mortlake Employment Development Resource, or may be on a group homes training scheme learning the skills for independent living.

Common to the courses above

Work preparation. Everyone is working towards being more employable. Students run two small businesses all year, Appletree cafe and Serious Snacks wholefood cooperative. There is a workskills course for everyone, and each person also has work experience outside the course, often out of college.

Integrated activities The Partners scheme helps people to mix and try out new activities. Many students have never mixed with friends without learning difficulties.

Residential week We go away each year, on holidays with a serious purpose : to put the independence skills into practice. Pontins and outdoor activity Centres are favourites.

The Arts Festival One wild and creative week in the Spring term, when the courses are suspended in favour of arts, dance, drama and music sessions mixed with visits and other treats.

The courses run from 10am on Monday to 1pm on Friday . All classes are taught in small groups of 6 to 7 students, often with the support of a teaching assistant.

Progress and Achievement

In addition to individual planning and termly reports, all students work towards National Qualifications . These may include:

City and Guilds Wordpower
City and Guilds Numberpower
City and Guilds Preliminary Cookery Certificate
The English Speaking Board

We are trying out some new qualifications on all our courses this year and plan to make gradual changes over the next year.

5



CHALLENGE patronizing attitudes towards us. We want your empathy not your pity. Putting us on a pedestal or telling us how 'wonderful' and 'heroic' we are does not help. This attitude often conceals the judgment that having an impairment is intolerable - which is very undermining for us.

Other Provision in the Learning Support Section

Cross College Support

Learning Support Coordinator, Jenny Vallance

Support is available to students with disabilities or learning difficulties on mainstream courses, and is negotiated individually with Jenny.

Pre Vocational Course Two (PVC2)

Coordinator Chris Hope-Evans

This full time one or two year course is designed to meet the needs of young adults who would benefit from a further general education in preparation for transition into other courses of the college, into employment or Network (Youth Training)

Students from PVC2, and students receiving extra support in mainstream courses, are welcomed to ask for Partners and to volunteer to be Partners.

Information Exchange

Regular Meetings

There are a series of meetings for all Partners, usually in tutor time. These are compulsory, so please do make every effort to come.

Examples of topics are :

- * An introduction to the scheme and the students
- * The PVC1 and ACL courses - aims, content and progression.
- * Self advocacy : supporting people to speak up.
- * Ways and means : supporting successful learning
- * What to do if ... (problem solving)

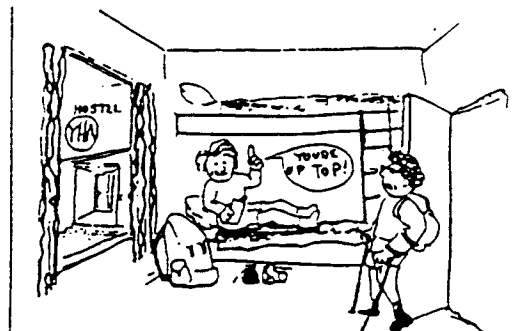
There will also be some meetings of special interest groups : Partners with common interests. Makaton sign language is one of the most popular topics.

There are lots of socials, starting with our Christmas Disco and ending with the leavers BBQ when everyone gets a certificate. We often welcome Partners on outings such as our day trip to France or our end of year trip to Thorpe Park.

Tutor Notes

We send out a newsletter at least once a term via your tutor. We also send you questionnaires from time to time to find out how you are getting on : please do complete them - we need to keep in touch

Remember : if you need to stop being a Partner, or change what you are doing, **please let us know !**



ACKNOWLEDGE our differences. For many disabled people our difference is an important part of our identity. Don't assume that our one wish in life is to be 'normal' or imagine that it is 'progressive' or 'liberal' to ignore our differences.

The Partners Scheme

The Learning Support
Section

Room E23a
Richmond Upon Thames
College
Egerton Road
Twickenham
TW2 7SJ

Telephone 0181 607 8330

Please contact Helen Hayhoe or
Chris Hope Evans

Partners Information Pack for staff

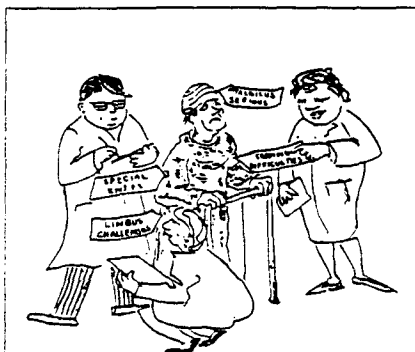
Partners

Most staff who contribute to the courses of the Learning Support Section meet and work with Partners at some time.

This is a guide to the workings of the scheme, so we all know what to do. Our procedures are always under review, so if you have ideas about how things can work better, please let me know.

The ethos of the scheme

If you look at the aims of the scheme (page 2) you will see many benefits of involving 'mainstream' students in our provision. The most important thing to remember is that



Think about the way society creates barriers for us. Take account of the social and economic context in which we experience our medical condition. But don't reduce us to our medical conditions. Why should it matter to you what our condition is called?

Partners are welcomed as themselves, not as extra staff, and all opportunities for them to join in activities on a social and cooperative level are valuable.

The guidelines and information in this pack are designed to make sure that opportunities are created for all the students to get the most out of the experience. *Helen Hayhoe*

Asking for a Partner

Requests from staff

If you work with a group on any Learning Support Course and would like to involve a student volunteer, complete the form at the back of this pack (keep a master for next time) and return to Helen Hayhoe or Juliet Eadie.

Requests from students

Students on our courses often request Partners , for three main reasons :

1. To join a college activity ;
2. To share lunchtime , or
3. To learn a new skill .

Requests are usually made through tutors, who complete the same form (at the back of the pack). Anyone can support a student to make a request. Please do check all the logistics with the student first.

Helen will make an advertisement to go up on the boards outside D6 and D19, and also include the 'vacancy' in our regular newsletter that goes out to all students via tutors.

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Our aims

To create opportunities for positive interaction between students with learning difficulties and others in the college.

For students with learning difficulties

1. To move away from entirely separate provision for students with learning difficulties by providing support for self chosen activities.
2. To enable PVC1 students to present a higher profile as contributors to college.
3. To enable students to exercise their right to personal choice by selecting additional activities, particularly those that are not available on their own courses.
4. To improve and increase leisure and sports options such as football and aerobics.
5. To extend the social network so that students can meet people from other courses on a basis of shared interest.
6. To improve students' opportunities to learn by providing high level of support in classes.
7. To enable students to use the canteen without staff support.
8. To challenge the stereotyped image of people with disabilities by providing opportunities for students to advocate for themselves in situations based on parity of esteem.
9. To provide students with the opportunity to gain experience in leaving group situations in favour of 1:1 and unsupervised situations.

For 'mainstream' students

1. To extend the social network so that

students can meet people from other courses on a basis of shared interests.

2. To provide access to a wider variety of activities (including classes of the learning support section).
3. To provide access to a more supportive environment, with reduced emphasis on competition and pass/fail ethos.
4. To build personal confidence by becoming part of a successful team, and valued as such.
5. To provide an opportunity to share skills and talents.
6. To raise awareness of the diversity of skills and needs in the student population.
7. To provide opportunities for meeting needs by gaining experience and acquiring specific skills (eg Makaton).

some guidelines for staff

Travel Please do not send Partners out of college with students on their own unless a) the student is an independent traveller, and b) it has been discussed and agreed with the tutor, informing home if necessary. Partners should not be supervising students in risky situations.

Health If you are seeking Partners for people with health issues that should be known, eg epilepsy, please give me the details to hand on to Partners before they meet, so that everyone is fully informed of procedures and possibilities.

DO

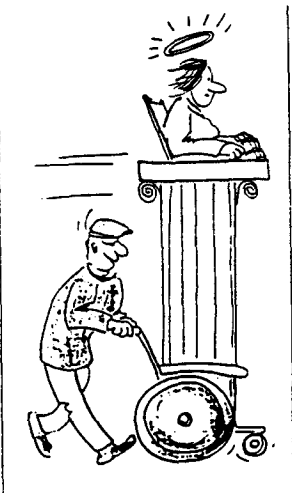
- * Try to set cooperative tasks , that is activities that have a goal that is shared by both students, and which they work together to achieve. This is easier for some subjects than others, but encouraging the Partner to take part in the lesson rather than just watching and assisting is a good start.

Continued on Page 3

Continued from Page 2

DO

- * Try to introduce activities that are new to both Partners.
- * Allow the student with learning difficulties to demonstrate or guide the mainstream student. Makaton is a skill our students can share.
- * Let our students know the Partner is not a staff member.
- * Help our students to see the difference between the classes of their course, and the extra Partners commitments they have requested.
- * Let the Partner know it is OK to stand back sometimes. You don't always have to be busy to be supporting someone.
- * Help our students make a commitment to their Partners activities, but let them come to an end when they need to (after discussion) - Partners options are not compulsory.
- * Help mainstream students to extract themselves from unwanted sexual overtures, child-like behaviour or



CHALLENGE patronizing attitudes towards us. We want your empathy not your pity. Putting us on a pedestal or telling us how 'wonderful' and 'heroic' we are does not help. This attitude often conceals the judgment that having an impairment is intolerable - which is very undermining for us.

inappropriate confidences by always emphasising the adult, peer friendship role.

- * When relevant, help mainstream students to learn how to gradually withdraw support as more independence is achieved ; allow the

Partnership to become purely social or to finish as a mark of success, not failure.

DON'T

- * Don't offer the mainstream Partner privileges that set them aside as staff, such as breaks with staff.
- * Don't tell the mainstream student information about the student with learning difficulties without permission from that student.
- * Don't tell the Partner staff gossip.
- * Don't let their attendance become irregular without picking up on it.
- * Don't let them drop out without ending formally : we can chase them up and sort out problems, so that they do not feel they have failed.

Like to help ?

Partners hours have been increased this year, and we are very happy that Juliet is now a member of the (two person) Partners team. We always welcome more help : keeping up the data base ; maintaining the Partners boards, putting together newsletters, and especially supporting students in their activities.

We have targeted attendance and reliability as the key issues this year. We want to respond quickly when a volunteer's attendance falters. The most difficult activities for Partners to keep up are those that involve 1:1 sessions without staff. There's a lot more that can go wrong. I'd like everyone, especially the named person on the arrangements form, to look out for these Partners. Chat about how things are going, and try to pick up on anything that can be improved.

Partners is definitely a team effort, and would never work without you all.

Thank you !

Who does what ?

The staff member requesting the Partner will :

- * Think through the logistics. If you are asking for someone for your lesson, specify the date/room/times. Say (on the form) what you want them to do.
- * If you are supporting a tutee in their application, help them to work out the logistics. Don't sign up, for example, for a lunchtime class from 1-2 if the student goes out at 2. They won't make it !
- * Think about the materials or equipment needed. If someone wants to do computing, make sure they get a disc they can use. If they want to start a lunchtime club, make sure that we plan how to get the things needed.
- * Make time to induct the Partner at the start . Welcome them and let them know what they are to do, even if that is to join in the activity and step in on their own initiative.
- * If the Partner is to work individually with your tutee, be there to introduce them on the first occasion. Let us know if this will not be possible. A good idea is to invite new Partners to join in one of your core lessons to get to know each other and you. Please specify on your form if you would like this to be arranged.
- * Try to give them regular time to discuss what they are doing. Let them know they are appreciated , but don't be afraid to tackle problems : let us know how we can help.
- * Help to monitor attendance by completing a register. In the first instance, chase up absences. We will supply you with a printed note which goes to the tutor.
- * Identify the person you think should be the key person to support the Partner in the day to day matters ; usually someone who is

there at the time or on duty. It might be you, or us, or another person.

Helen and Juliet will:

- * Let you have details of the arrangements made, and maintain a



Both the President of the student union (Rachel Hill, above) and the deputy, Julia Mayer, are Partners.

summary of Partners and of vacancies.

- * Advertise all vacancies on the Partners boards and through tutor notes.
- * Give all applicants an initial interview, then see them again after two sessions to discuss whether they will make a commitment. Any problems can be ironed out then.
- * Be available for further 1:1 sessions as required.
- * Run a series of termly meetings for all Partners.
- * Set up special interest groups such as Makaton
- * Try to visit Partners in their activities.
- * Chase up drop outs and persistently bad attenders.
- * Set up Partners activities when required, including bidding for money.

THE EVALUATION STUDY AND THE PILOT STUDY

This section describes the origins of the research project in an evaluative study conducted in the first years of the Partners Scheme (1990 - 1992). Research problems identified at this stage led to the development of an attitude scale, the Views about Disability Scale which was used in a pilot study (1992 - 1993). The results of the pilot study are presented.

Part One

The Evaluative Study 1990 -1992

This section describes the early development of the Views About Disability Scale arising from informal evaluation of the scheme. The Scale was subject to substantial modification following the pilot study, before being used in its final form in the quasi experimental study.

The evaluation and pilot studies were important stage of the research. The development of constructs, hypotheses and questions occurred in parallel between the review of the literature and the grounded experience of the observer-participant. The evaluation study, and to some extent, the pilot study are characterised in retrospect by some imprecision of constructs and of methodology. Their purpose has been as a testing ground for emergent theory and practice.

Evaluation procedures for the Partners Scheme during 1990 -1992 included observation, questionnaires and meetings with three groups : students with SLD, students who are volunteers with the Partners scheme, and staff involved with the two groups. All volunteers were interviewed individually on enrolment, and were seen individually for progress checks during the year. The Partners support groups met twice each term, following a programme which included the exchange of opinions and experiences. Staff reported in team meetings and individually on the characteristics of Partners' relationships and activities.

Among the evaluation points were probes into perceived attitudes : particularly as related to behaviour. Staff were asked to identify any concerns they had

QUASI EXPERIMENTAL STUDY : TREATMENT AND REFERENCE GROUPS

ref	age	sex	experience	activity	L	T	Lei	cou	course 2	course 3	Ref	sex	experie	course 1	course 2	course 3	
SET ONE - PARTNERS IN SECOND YEAR OF SCHEME																	
1	17	F	Y-pp	leisure	1			AL	AL chemistry	AL biology	1a	F	N	AL maths	AL chemistry	AL biology	
2	17	F	Y-pp	art	1			AL	AL French	AL English	2a	F	N	AL French	AL art	AL English	
3	18	M	Y-pp	maths		1		AL	AL physics	AL chemistry	3a	M	N	AL maths	AL physics	AL chemistry	
4	17	M	Y-pp	weights			1		BTEC civil engineering		4a	M	N	BTEC civil engineering			
5	17	F	Y-pp	cookery	1			AL	AL Eng lang	AL French	5a	F	N	AL Eng lit	AL Eng lang	AL French	
6	17	F	Y-pp	lunch			1	AL	AL geography	AL Env st	6a	F	N	AL biology	AL geography	AL history	
7	18	F	Y-pp/ W exp	badm			1	AL	AL sociology	AL English	7a	F	Y/W exp	AL history	AL sociology	AL English	
8	17	F	Y-pp	cafe	1			AL	AL French	AL English	8a	F	N	AL art	AL French	AL English	
9	17	F	Y-pp	snooker			1	AL	AL Eng Lang	AL theatre st	9a	F	N	AL Eng	AL Theatre st	AL socio	
10	18	F	Y-pp/dysl	cafe	1				BTEC Business		10a	F	Y/dysl	BTEC Business			
11	17	F	Y-pp	shopping	1			AL	AL art hist	AL sociology	11a	F	N	AL art	AL sociology	AL photography	
12	17	F	Y-pp/F	cafe	1			AL	AL maths	AL English	21a	F	Y/PR	AL vis stu	AL maths	AL psychology	
SET TWO - NEW PARTNERS																	
13	17	M	Y/PD	computing		1		AL	AL physics	AL chemistry	13a	M	Y /W exp	AL maths	AL physics	AL chemistry	
14	17	F	N	sewing		1		AL	AL German	AL class. civ	14a	F	N	AL French	AL German	AL English	
15	17	M	Y/PD	reading		1		AL	AL physics	AL chemistry	15a	M	Y/W exp	AL maths	AL physics	AL chemistry	
16	17	M	Y/W exp	computing		1			BTEC Health and Social Care		16a	M	N	BTEC Health and Social Care			
17	16	F	N	snooker			1	AL	AL French	AL Italian	17a	F	N				
18	16	F	N	cafe	1			AL	AL geol	AL Env studs	18a	F	N	AL geog	AL geol	AL Env studs	
19	16	M	N	map read		1		AL	AL psych	AL socio	19a	M	N	AL Eng	AL psych	AL socio	
20	16	F	N	literacy	1			AL	AL Comms	AL class civ.	20a	F	N	AL Comms	AL class civ.	AL Eng	
21	16	F	N	cafe	1			AL	AL Eng Lang	AL history	21a	F	N	AL Eng Lit	AL Eng Lang	AL history	
22	18	F	N	cookery	1			AL	AL sociology	AL English	22a	F	N	AL geog	AL sociology	AL English	
23	18	M	N	computing		1			BTEC Health and Social Care		23a	M	N	BTEC Health and Social Care			
24	16	F	N	lunch			1	AL	AL history	AL philosophy	24a	F	N	AL Eng	AL history	AL philosophy	
25	16	F	N	aerobics			1	AL	AL biology	AL maths	25a	F	N	AL chemis	AL biology	AL maths	
26	18	M	Y/Wexp	cafe	1			GCS	GCSE English	GCSE science	26a	M	Y W exp	GCSE math	GCSE English	GCSE science	
27	17	CW F	N	wool	1				AL biology	AL psych	27a	17 F	N		AL biology	AL psych	
28	16	CC F	N	lunch			1		GNVQ2 Health and Social Care		28a	16 F	N		GNVQ Health and social care		
29	16	FW F	N	mus	1				AL psych	AL art	29a	16 F	N		AL psych	AL art	

Key to experience : PD - physical disability ; W Exp - work experience ; Dysl - Dyslexia; F - family member

about the ways in which mainstream students (including Partners) interacted with students with SLD. Partners and SLD students were asked in discussion how they interacted with each other, and each described the actuality of their contacts and their perceived successes and problems. Student questionnaires included the opportunity to describe problems, request a variety of support and make open ended comments. (Appendix)

Over a two year period (1990-92) a total of 109 mainstream Partners responded to evaluation interviews and questionnaires. Responses were also received from a total of 16 staff with direct involvement with students, as well as 35 students with SLD. The pilot study draws on this evaluative work undertaken during the first years of the Partners Scheme, 1990 - 1992, before the current study began.

The pilot study itself took place between 1992 - 1993 and involved the initial development of one of the questionnaires, the Views about Disability Scale (VAD)

The Views about Disability scale was developed to measure the attitudes of mainstream volunteers towards student peers who have severe learning difficulties. It is an original scale which was developed during the early stages of the research and was modified during and as a result of the findings of the pilot study. Three factors were originally identified. These were later reduced to two, and some questions were not used in the final questionnaire.

The adapted scale was subjected to reliability checks for use in the quasi experimental phase of the research (1993 - 1994) in conjunction with the Attitudes to Integration Scale, which drew on items from existing measures, most notably those developed by Berryman and Stainback.¹

2.1 The development of constructs during the evaluation study

The pool of data generated during the evaluation study was subjected to qualitative analysis to yield common attitude factors identified by staff and students from statements made by those involved and from examples of behaviours noticed by staff. While the overwhelming response demonstrated

¹ Berryman, Attitudes to Mainstreaming Scale, (1980); Stainback, The Severely Handicapped Integration Attitude Survey. (1983)

that the views stated by mainstream students about disability were positive in direction, problems were mentioned in terms of behaviour or inappropriate attitudes. It was felt that changes in these attitudes would be a desirable outcome of the scheme, and a fruitful area for further research.

It also emerged during evaluation of the scheme that there appeared to be particular 'types' of Partner, some of whom were more successful than others. Initial observations indicated that volunteers had differing motivation for joining the scheme : for example some appeared to be seeking companionship for themselves , while others were clearly acquiring experience for a later career. Others appeared to feel that they ought to 'help the handicapped', for possibly moral reasons. It was felt that outcomes of the scheme, in terms of attendance and also of the type of relationship formed between students, may be affected by students' motivation for participation. Common responses were described which it was felt had implications for relationships between the mainstream students and those with SLD, and which would be appropriate for further investigation. Further details of the development of the Reasons for Joining Partners scale are found later in this chapter.

Preliminary constructs were developed to describe the attitudes of mainstream students towards their peers with severe learning difficulties more precisely, and to give examples of behaviour thought to be related to the attitudes. Three factors were constructed, labelled adult status, the rights of people with severe learning difficulties, and special qualities. These are described below. Questionnaire items from the VAD Scale which relate to each construct are included.

CONSTRUCT	BEHAVIOURAL EVIDENCE
Adult Status	
This construct can be explained in this context as a set of beliefs that teenagers or adults with severe learning difficulties are like children. The views expressed by people who hold this construct include the following :	
Students with SLD are not, or should not be sexual beings ; they are sexually immature and are unlikely to make or sustain sexual relationships.	Students holding this view expressed surprise, fear or distaste when confronted with evidence of adult sexual behaviour from the SLD students.
<i>VAD Item : People with learning difficulties should not have sexual relationships</i>	
Students with SLD are too immature to look after themselves	Students who viewed adults with SLD as children also found it acceptable to hold hands while leading them from place to place
<i>VAD item : People with learning difficulties should be discouraged from holding hands with students from other course</i>	
A person with a disability, such as lack of verbal skills, is not thought able to compensate in other ways.	Students who demonstrated this attitude were seen to treat students with limited spoken language like children : they did not expect students to be able to communicate and answered for them, using over simplified language.
<i>VAD item : People who cannot speak cannot communicate</i>	
Because they are seen to be limited in ability, students with SLD should be told what to do.	Students with this view were seen to tell students what to do
<i>VAD Item : Partners is working well when PVC1 students are doing what they are told.</i>	
Students were not considered able to solve their own problems, it was felt that they should be looked after, and protected from risk.	Volunteers would do things for students with SLD without ascertaining whether assistance was needed.
<i>VAD item : Partners should do things for PVC students when they are having difficulties</i>	

Preliminary attitude constructs identified by mainstream students and learning support staff about peers with severe learning difficulties (continued below)

CONSTRUCT	BEHAVIOURAL EVIDENCE
Rights of students with severe learning difficulties	
This construct relates to the entitlement of an individual to access services and experiences commonly available to adults and is connected with the childlike construct in that it relates to a perceived inability of an individual to look after him/herself	Those who hold this construct may feel that some services or opportunities should not be made available to people with SLD.
People with SLD cannot be expected to express their views. They are not therefore empowered to make decisions (eg about activities, employment options, education)	Decisions may be made for people with SLD without consultation on the basis that they (without learning difficulties) know best.
VAD item : PVC1 students should choose their own activities	
VAD item : PVC1 students do not speak up for themselves	
Because people with SLD are unsafe to make their own decisions, they should be protected from taking risks or making mistakes.	Activities may be limited to those that are easy or safe. New learning opportunities or activities may be vetoed because of perceived dangers.
<i>VAD item : We should help students with learning difficulties not to make mistakes.</i>	
Students with SLD are limited in their abilities. There are activities that are inappropriate for people with SLD to take part in, because they are too difficult.	Students' skills may be underestimated. They may be excluded from activities considered too difficult and they may be given help they do not need.
<i>VAD item : People with learning difficulties can learn foreign languages.</i>	
Special qualities	
Those who hold this construct express the view that students with SLD have characteristics that require external help or guidance from people with particular training or experience.	Those who hold the 'special' construct tend to feel that integrated settings may not be appropriate for people with SLD unless participants have been specially trained.
<i>VAD item : PVC1 students should not have special classes but should be in mixed groups.</i>	
The construct relates to what they describe as their own inadequacy to cope in the presence of people with severe learning difficulties. They describe a mystique in which they fear contact with SLD students because they do not know how to behave.	They feel that they need specialist help to say or do the right thing, and that those who interact with students with SLD should possess particular qualities such as patience, and special techniques to enable them to learn
<i>VAD item : You need specialist training to support people with learning difficulties.</i>	
	They may draw back from interaction because they feel that they lack particular qualities.
<i>VAD item : You have to be very patient to work with people with learning difficulties.</i>	

Preliminary attitude constructs identified by mainstream students and learning support staff about peers with severe learning difficulties.

Items developed for the Views About Disability Scale are included. Items in italics were later discarded as a result of reliability testing.

Part Two

The Pilot Study 1992 - 1993

2.2 The development of the items.

In the pilot year, 1992/3, the attitude agreement scale that was to become the Views About Disability Scale was constructed and used with students of the college. A set of 40 statements was originally drawn up, relating to each of the constructs and using language as close as possible to that expressed originally by students and staff. These statements were sorted by four professionals with expertise in related fields, who were asked to label and group them according to their perceived purpose. These 'judges' were also asked to identify any questions which appeared to be faulty in terms of the following aspects :

a. Complexity

No statements were retained which included more than one logical component.

b. Technical terms

Terms such as integration, and students with severe learning difficulties were defined for respondents at the start of the questionnaire.

c. Ambiguity

Some items were rejected because the concept was not clearly described and was subject to misinterpretation.

d. Double barrelled items

No statements included two points at once.

e. Negatives.

Negative items were included to avoid response set. Double negatives were avoided in their construction, to avoid confusion.

f. Emotive language

Statements were intended to avoid highly emotive content, which may have antagonised the respondent.

g. Leading questions.

An attempt was made to avoid leading the respondent into a particular response.

h. Invasion of privacy.

Statements were designed not to be intrusive into the respondent's

own personal life.

The pilot stage of the research provided data for further reliability and validity checks.

Three extra questions were included, with the aim of starting to identify students' motivation for joining the scheme, and their perception of the role of a Partner. This factor was labelled Reasons for Joining Partners.

13. Being a Partner is a good introduction to teaching. (professional)
14. Partners might want to join the scheme to make friends of their own.
(social)
15. Partners should want to help people less fortunate than themselves.
(moral)

The results of the Reasons for Joining Partners scale and the subsequent development of this scale are described in a subsequent section of this chapter, under the heading of self determination.

2.3 The instrument

12 statements were retained as being most clear and effective, after some clarification of language. The views about disability (VAD) scale was constructed as a Likert-type, 5 point (strongly agree , agree , undecided , disagree , strongly disagree) scale containing 12 items related to perceptions about students with severe learning difficulties. The scale included a balance of positive and negative statements, to avoid response acquiescence among respondents. The questionnaire was constructed to yield three factors : adult status, rights of people with severe learning difficulties and and special qualities. Items were distributed randomly in the scale.

2.4 Administration of the early VAD scale

The 12 item VAD scale was administered to four groups during 1992/3. These were as follows :

Group 1 : Students joining the Partners Scheme in September / October

1992 (N = 19)

Group 2 : Students returning to the Partners scheme for a second year (N =11)

Group 3 : One pastoral tutor group (N = 15) : ie a group of students who represent a cross college mix of age, sex and courses. This group was used for purposes of comparison as a reference group.

Group 4 : One teaching group (N = 12). This group was selected as most likely to yield negative attitudes to disability (criterion validity), for the following reasons : no Partner from this particular course had ever volunteered for the scheme; the group was all male (Partners are predominantly female) ; members of the course had been seen to make negative comments to students in the college with SLD ; the course was geographically distant from incidental contacts between students; the course lecturer had had no contact with the Partners scheme or the staff who manage it.

The scale was administered to all three groups in September / October 1992. It was re-administered in March 1993. Students were also asked open ended questions designed to yield qualitative data about the experience.

2.5 Scoring

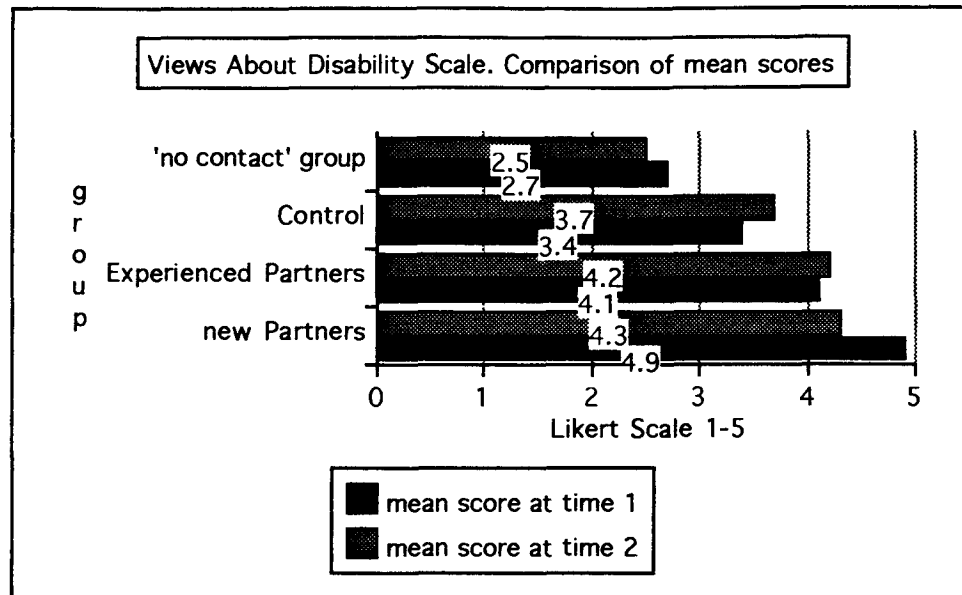
Responses were scored by assigning them from one to five points; five for the most favourable, one for the least favourable. Responses were scored differently depending on whether the statements reflected a negative or positive attitude. Results were totalled for each respondent, and mean scores calculated for each group.

The three motivation questions were asked only of groups 1 and 2, and percentage responses were calculated for each group at time one.

2.6 Results

group	mean score at time 1 (Sept/Oct 92)	sd	mean score at time 2 (March 1993)	sd
new Partners (N =	4.9	0.5	4.3	0.6
experienced Partners	4.1	0.6	4.2	0.7
reference	3.4	1.3	3.7	1.2
'no contact' group	2.7	1.1	2.5	1.2

Views about Disability Scale Pilot Study 1992/3 A comparison of mean score at time 1 and time 2 on the Likert Scale of 1-5.



Views about Disability Scale : Comparison of mean scores

Partners who are new to the scheme have the highest (ie most positive) scores at time one, with mean scores of 4.9 on the 5 point Likert scale. At time two, these scores are moderated to 4.3, which is closer to the scores of the experienced Partner at time one and time two. The reference group and the ' no contact' group scored lower than the two groups of volunteers at both times, with scores below 4. Scores for the reference group were clustered around item 3 of the scale, (undecided). Students in the ' no contact ' group were lowest of all, with mean scores in the negative range at both times.

2.7 Discussion : the development of hypotheses

Attitudes and attitude change

Any discussion of these results is constrained by the fact that the data at this stage of the study was not subjected to detailed analysis or significance testing , and therefore cannot be assumed to be reliable. The function of this data is to suggest trends, which were then investigated more thoroughly in the next stage of the research.

It appears that Group 1, the students who were new to the Partners Scheme, entered the scheme with extremely positive, perhaps idealistic, attitudes towards students with SLD. Group 2, those returning for a second year of the scheme, also yielded attitudes that were very positive towards this group, although not to such an extreme extent. Group 3, the tutor group with no

involvement, yielded an undecided view as a group, although their scores in fact ranged widely. Group 4, the 'negative' sample, were true to form in their less positive attitudes.

At the second time of measurement, scores did not change significantly among the groups, with the exception of group 1. This group's scores actually became less positive in comparison with their results at time one, although they remained as positive as group 2. It was suggested that the highly positive responses were moderated in the light of experience, perhaps when the complexities of the issues had become more apparent, so that mainstream students were enabled to hold more accurate and realistic attitudes. This was seen to be consistent with the literature (Johnson and Johnson 1993)

It was hypothesised that mainstream students' will express attitudes towards students with severe learning difficulties that are more accurate and differentiated following structured interaction.

It was acknowledged that the scale attempted to measure a broad range of attitudes within a single scale. Had individual factors been analysed separately, it was expected that more differentiation would have been observed in the data. The research literature (Fenrick and Petersen, 1984, Beh Pajoo 1991) and the experience of the practitioner suggested that the experience of interaction could be expected to promote positive attitudes among mainstream students.

It was hypothesised that college students who have interacted with their peers with severe learning difficulties in the activities of a peer integration scheme will express more positive attitudes than those who have not experienced such contact.

Motivation

Students' responses to the motivational items of the scale indicate that there is a range of perceptions of reasons for joining the scheme. It is of interest to investigate students' motivation for joining, and to identify relationships between reasons for joining and outcomes of the scheme. In particular, whether students are most successful when motivated by external factors such as career goals, or by more intrinsic factors such as social interaction.

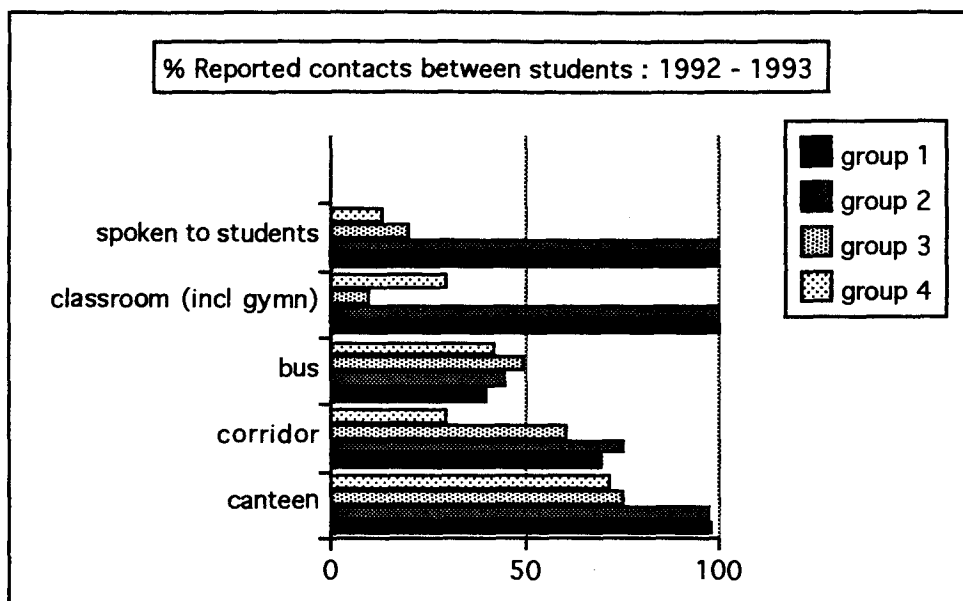
The work of Deci and Ryan in the identification of self regulatory styles was used in the subsequent development of the Reasons for Joining Partners scale, which was designed to investigate links between motivational style and outcomes. It was hypothesised that students who hold more autonomous self regulatory styles will sustain better attendance in a peer integration scheme.

2.8 Qualitative data and conclusions

The students' written answers to review questions were of great interest in the interpretation of the results of this stage of the research, and substantiate the impressions given in the quantitative data.

Among the student volunteers in the Partners scheme, it appears that, while students believe themselves to enter the scheme with positive and welcoming attitudes towards students with SLD, the actual experience of interaction over a period of months allows students to get to know each other as individuals, rather than sum each other up, albeit positively, as a single cohort. Students commented on feelings of surprise, interest and in some cases shock, in their anecdotal accounts of their interaction. It may be that positions of idealism represent a type of stereotyped view in that student volunteers are very willing to adopt the most positive and most socially progressive stance in theory. Actual contact appears to result in a less polarised view, which, although still positive, may be more realistic and perhaps more likely to result in informed interaction in the future.

Among the data collected was a summary of the type and frequency of contact between groups during the pilot year. All mainstream students were asked whether they had made incidental contact with students with SLD during the year. Most commonly mentioned contacts were as follows :



Reported contacts between mainstream students and peers with learning difficulties in addition to the activities of the Partners Scheme

The nature of the scheme makes the contrast between the figures for classroom contact as extreme as this : there are no other opportunities for classroom contact between students outside the Partners scheme, and all volunteers have some kind of classroom involvement, if this includes the sports hall. It is significant that the strength of positive attitude is consistent with the amount of contact made between students. Of the group with negative attitudes, little contact was made, although students were noticed and several students had seen SLD students in the gym, with Partners. Only two of this group admitted to speaking to SLD students (in the gym) and they were the two who both expressed an interest in joining the scheme after completing the research questionnaire.

The information gained during the pilot year was especially interesting as it highlighted the simplistic expectations of the researcher and yielded what were in fact some very interesting findings which were consistent with the literature. It may be that contact of the right kind between individuals will encourage positive attitudes and welcoming approaches from mainstream students, but it is hypothesised that :

- * many students, particularly those inclined to approach people with SLD, already believe themselves to hold extremely positive attitudes towards this group as a whole, and that

- H a peer befriending scheme will attract students who hold positive attitudes towards students with severe learning difficulties.*
- * the actual experience of interaction between individuals may result in less sharply polarised attitudes, and more realistic and dynamic feelings.
- H mainstream students' attitudes toward students with severe learning difficulties will become more accurate and realistic as a result of interaction;.*
- * the experience of being part of a successful integrated environment should lead students to learn how to make integration work in practical terms,
- H mainstream students ' attitudes towards the practical implications of integration for students with severe learning difficulties will become more realistic .*
- * while the data from this study demonstrates no increases in positive attitudes over time among the groups, it was hypothesised that some changes in this direction did occur as a result of the experience,as suggested by the qualitative data.
- H mainstream students' attitudes towards students with severe learning difficulties will become more positive as a result of interaction.*
- * the outcomes of the scheme will be affected by the motives of volunteers for joining.
- H The differential outcomes of a peer integration scheme are affected by the motivational styles of the mainstream volunteers towards extrinsic or intrinsic forms of self regulation.*

2.9 Criticism

The pilot study yielded interesting findings that deserved to be tested much more rigorously, but these findings were confounded by methodological faults.

The samples .

The ideal groups would have been composed of volunteers who were randomly assigned to experimental (Partners scheme) and non experimental (non Partners scheme) groups. This design was rejected for ethical reasons : it was felt to be inappropriate to turn down volunteers (and therefore opportunities for integration for SLD students) because of the research project. The reference groups were chosen for purposes of comparison. Conclusions

drawn from the comparison can be viewed with interest, but the limited information available about individuals in the reference group limits the reliability of any findings.

In the next stage of the design, a reference group was constructed comprising matched pairs.

Questionnaire items.

a. Ambiguity. Some items were subject to general agreement or disagreement. They were therefore not good discriminators ; marginal comments showed that some respondents had clearly answered in the same direction for different reasons.

The following statements were rejected for this reason :

People with learning difficulties should be discouraged from holding hands with students from other courses.

Partners should do things for PVC students when they are having difficulties.

b. Social desirability Students are likely to try to guess what response is desired, particularly as the experimental group completed the questionnaire on enrolment into the scheme and may have felt that their answers would influence their acceptance. Many students are familiar with the rhetoric of 'politically correct' response and would be unwilling to make comments that could be perceived to be negative or to reveal intolerant attitudes.

In the quasi experimental study the respondents were told that there were no wrong answers, but an assumption was made by the researcher that students would be likely to make socially desirable responses. A fine grain analysis was made of response patterns to items within the scale, so that glib responses could be unpacked to uncover real changes in the strength of response over time.

c. Factors. The questionnaire comprised three factors, but these were not analysed individually. It was felt that there was confusion and overlapping in the constructs of the factors. They could have been more distinct , particularly in

the separation of issues about disability and issues about integration. The fact that the scale was analysed as a whole meant that differential responses to the factors were lost.

In the quasi experimental study two scales were used, one of which (The Views About Disability Scale) was concerned with attitudes to disability, and one (The Attitudes Towards Integration Scale) was concerned with attitudes to integration. The first scale contained two factors, which were analysed separately and as a single scale.

Reliability

a. Internal consistency

The item analysis was conducted rather crudely by hand, and some items rejected because they were not good discriminators. There was no analysis of the two factors.

In the quasi experimental design, an item - total correlation was conducted on each of the scales, and on each factor within scales.

b. External reliability

There is no information about stability of the test over time : the changes cannot be accounted for by the test alone.

A test - retest design was built into the next stage.

Validity

a. Content validity Although the scale was developed with the assistance of knowledgeable colleagues, the statement presented a limited range of concepts which had been determined by the researcher. Important items may have been missed.

In the qualitative study, open ended interviewing provided respondents with the opportunity to state their own views.

b. Criterion validity The fact that group 4, the 'negative' group, yielded

the lower scores, and that the treatment group demonstrated changes over time, contributes to the criterion validity of this test, demonstrating predictive validity. There is a chance, however, that these differences in scores could be attributed to other reasons, such as the influence of the person delivering the scales.

In the quasi experimental study, all questionnaires were administered by the same person.

The pilot study provided an opportunity to identify important methodological issues in the construction and validation of the scales. The results of this relatively crude phase of the research cannot be assumed to be accurate but provided the opportunity for developmental work which improved the design of the next stage.

Despite this, the findings of this study have a convincing feel to the practitioner and lent themselves to the development of hypotheses which were tested at the next stage of the research. It was also decided to undertake a more rigorous analysis of the process and motivational factors contributing to the total picture, and to undertake a fine grain analysis of modifications of particular attitudes. The wealth of qualitative data deserves full analysis

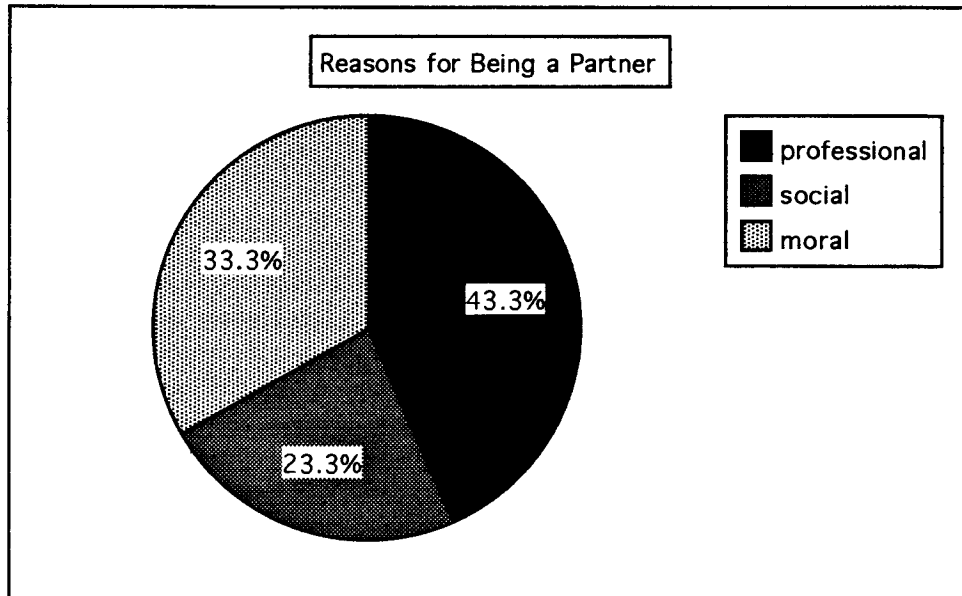
The self determination perspective

In the early stages of the research, (1992/3), students completing a questionnaire about their attitudes to disability were asked several probe questions which related to their reasons for joining Partners. The categories were derived from observations and from reports by staff of volunteers during the first year of the scheme. The categories were intended to describe differences in 'types' of Partners in an attempt to identify possible links between the reasons for joining the scheme and the success of its outcomes for individuals. From this preliminary investigation It was possible to identify the following motivations for becoming a volunteer :

- a) 'professional' reasons : ie as an introduction to teaching or a related profession
- b) 'social' reasons : ie to make friends and to extend the social network.

- c) 'moral' reasons : ie to do good by helping people less fortunate than themselves.

Three probe questions were included in the Views About Disability scale in the pilot study (1992- 1993) The most frequently cited conceptualisation of the role of a Partner (43.3%) was as a preparation for teaching (professional motivation). 33.3% considered that Partners should want to help those less fortunate than themselves (moral motivation) and the smallest group, at 23.3% thought that Partners might want to join the scheme to make friends of their own. (chart .)



Percentage responses to the Views About Disability Scale items on perceptions of reasons for being a Partner.

APPENDIX 3.4 Example of start scales : Enrolment form, Views about Disability, Attitudes towards Integration and Reasons for Joining scales, experimental subjects 1993/1994. Items with low reliability have been removed.

PARTNERS ENROLMENT FORM 1993/4

Welcome to the Partners Scheme. Please fill in the details below so that we will know what your interests are, and how to contact you.

PART 1 : your details. Please let us have a photo of yourself

Name.....Enrolment No.....Faculty.....
 Address.....
Postcode.....
 Telephone.....Course(1.2).....
Age(1.2).....

PART 2 : your availability Please leave us a copy of your timetable

Available in modules.....or at these days / times

PART 3 : your preferences in Partners

a) Please let us know what interests you. We will try to find an option that suits you. Add details if appropriate (1.6)

- 1) Sharing a sport / club etc. you are already enrolled in **no / yes / maybe** (say whether you have something in mind).....
- 2) Working in a PVC1 lesson, with staff **yes / no**.
- 3) Spending lunchtimes with one/two students, maybe using the canteen **yes/no**
- 4) Teaching a skill you are good at, individually to someone else **yes / no**
- 5) Flexible : any activity that fits into my timetable. **yes/ no**
- 6) Being with students outside college. **yes / no**

b) Which of these activities would you prefer ? Tick any that you think you might like: art, pottery, cookery, languages (French, German, Spanish, Italian), Duke of Edinburgh Award expeditions, computing, cafe, shop, swimming, aerobics, weights, music, technology, communication, numberwork, shopping.

PART 4 Skills and talents

Please let us know what you are good at and enjoy doing in your own time - for example languages, music, computing, dance, camping etc. You can continue overleaf.

PART 5 : skills and previous experience (2.2)We welcome you with or without relevant experience, but are interested in knowing of anything that would help.

Do you have personal experience of special needs ? Tick as many as are relevant.

as a pupil yourself	because of a close friendship
because of a family member	because of previous work experience

Details :

PARTNERS : THE RESEARCH PROJECT

We are looking closely at Partners this year, making sure that you have the support you need, and trying to find out what works well within the scheme. We are also looking at what **you** are getting out of it, and in what ways students' attitudes towards disability change as a result of the experience. We would be grateful if you would agree to take part in the research project, by giving us information from time to time about how you feel. We hope that the project will result in better knowledge about ways of integrating students together, and you will be able to look at and discuss the findings.

Defining our terms

Throughout the research we will be looking at implications for people with severe learning difficulties.¹ This term has been increasingly used to overcome the stigma attached to the label 'mentally handicapped'. Up to 20 of the population have some kind of learning difficulty, and we are referring here to a smaller group of people, less than 2 per cent, who experience significantly greater difficulties in learning than most people. These people, some of whom have Down's Syndrome, have in the past been excluded from the community and will need long-term support to be independent. The learning difficulties tag must, however, take second place to the notion that people are individuals - people first.

People's quality of life is affected by their experiences. For people with learning difficulties, life experiences can be limited in terms of opportunities for education, housing, employment, leisure and other activities. Pre Vocational Course One (PVC1) and the new Adults Community Living course (ACL) aim to prepare people for greater independence in all these areas.

Please sign below if you agree to take part in our research project
Name.....

I agree to take part in the Partners Research Project

I would rather not take part in the Partners Research Project

If you have agreed, please begin to help us by completing our questionnaire. We will be asking you to have another look at it later in the year to see whether your feelings have changed.

¹ These ideas are from 'Adults with Learning Difficulties : Education for choice and empowerment' (1992), by Jeannie Sutcliffe. National Institute of Adult Continuing Education

REASONS FOR JOINING PARTNERS

These questions are about your reasons for joining the Partners Scheme. Different people have different reasons . We want to know how true each of these reasons is for you. There are no wrong answers !

I joined Partners because

- | | | |
|-----|--|--|
| 1. | It would help me to be a teacher | very true/ partly true /not very true/ not at all true |
| 2. | It would impress my friends ! | very true/ partly true /not very true/ not at all true |
| 3. | It would make me feel that I've done some good | very true/ partly true /not very true/ not at all true |
| 4. | It would be a useful work experience
(for employers or course references) | very true/ partly true /not very true/ not at all true |
| 5. | I like the idea of doing the activities | very true/ partly true /not very true/ not at all true |
| 6. | It sounds like fun | very true/ partly true /not very true/ not at all true |
| 7. | It would impress my tutors | very true/ partly true /not very true/ not at all true |
| 8. | My tutor put pressure on me to join | very true/ partly true /not very true/ not at all true |
| 9. | I would enjoy doing something different. | very true/ partly true /not very true/ not at all true |
| 10. | I want to learn new things | very true/ partly true /not very true/ not at all true |
| 11. | I feel I should do it | very true/ partly true /not very true/ not at all true |
| 12. | It is important that students with learning difficulties take up their right to join | |

	in RUTC activities	very true/ partly true /not very true/ not at all true
13.	I think it is worth giving up my time because the scheme is important	very true/ partly true /not very true/ not at all true
14.	I want to increase opportunities for people with learning difficulties	very true/ partly true /not very true/ not at all true
15.	I am interested in meeting new people	very true/ partly true /not very true/ not at all true
16.	I need to make up extra hours on my timetable	very true/ partly true /not very true/ not at all true
17.	I would like to give something back to society	very true/ partly true /not very true/ not at all true
18.	I want to do something for me	very true/ partly true /not very true/ not at all true
19.	It would make a good break from the pressures of my course	very true/ partly true /not very true/ not at all true
20.	I might be a little ashamed of myself if I didn't	very true/ partly true /not very true/ not at all true

ATTITUDES TO INTEGRATION

There is a lot of debate about the best ways of supporting people with severe learning difficulties. In the last 10 years it has become more common for people to be **integrated**, or mixed into the community by sharing the same schools and colleges, living locally and having greater opportunities to take part. Please let us know what you think about this issue, by indicating how much you agree with the statements below. Circle the answers that you feel apply best to you.

1. In general, integration is a good educational practice.

strongly agree agree undecided disagree strongly disagree

2. Students with severe learning difficulties should have the right to be in ordinary classrooms.

strongly agree agree undecided disagree strongly disagree

3. It is possible to teach gifted, average and students with learning difficulties in the same classroom .

strongly agree agree undecided disagree strongly disagree

4. Students with severe learning difficulties should be in ordinary classrooms.

strongly agree agree undecided disagree strongly disagree

5. Integration will be successful enough to be used in schools and colleges in the future.

strongly agree agree undecided disagree strongly disagree

6. Only people with a lot of special education training should work with students with severe learning difficulties.

strongly agree agree undecided disagree strongly disagree

7. Colleges with both ordinary students and students with severe learning difficulties improve the learning opportunities of ordinary students.

strongly agree agree undecided disagree strongly disagree

8. Ordinary students and students with severe learning difficulties should be taught in separate colleges.

strongly agree agree undecided disagree strongly disagree

9. Students with severe learning difficulties can learn from a good regular class teacher.

strongly agree agree undecided disagree strongly disagree

10. Ordinary colleges are too advanced for students with severe learning difficulties

strongly agree agree undecided disagree strongly disagree

11. To what extent do you agree with the practice of integration ?

very much 1.....2.....3.....4.....5.....6.....7 not at all

VIEWS ABOUT DISABILITY

Most people have thought about disability and have various views and opinions about the subject. In this final section of the questionnaire, please let us know how you feel about the issues below. Some of them are very general, some refer to the Partners Scheme. Just circle the responses that best apply to you, and remember that there are no wrong answers. Add comments if you would like to.

1. Students with severe learning difficulties have a right to further education.

strongly agree agree undecided disagree strongly disagree

2. People with severe learning difficulties are like children in many ways.

strongly agree agree undecided disagree strongly disagree

3. People with severe learning difficulties need looking after.

strongly agree agree undecided disagree strongly disagree

4. People with severe learning difficulties should not have sexual relationships.

strongly agree agree undecided disagree strongly disagree

5. Students with severe learning difficulties cannot speak up for themselves.

strongly agree agree undecided disagree strongly disagree

6. Students with severe learning difficulties should choose their own activities.

strongly agree agree undecided disagree strongly disagree

7. People with severe learning difficulties are entitled to live and work in the community.

strongly agree agree undecided disagree strongly disagree

8. Provision should be made for students with severe learning difficulties to join ordinary classes.

strongly agree agree undecided disagree strongly disagree

THE PARTNERS SCHEME

Research Questionnaire

Thank you for completing this questionnaire. Please return it to Helen Hayhoe, Learning Support Section, Room D19. We will be asking you to think again about these issues in two terms time. There will be a chance to discuss these issues in our support meetings, and we are always happy to chat individually to you, and to give you further reading if you would like to know more.

THE PARTNERS SCHEME

Research Questionnaire (reference group)

You may have heard of the Partners Scheme at Richmond Upon Thames College. We aim to mix students with severe learning disabilities with other students across college. This year we are trying to find out how well it works.

To do this, we are comparing the experience of people who have joined Partners, with others who have not, and you have been chosen to become part of the research, if you agree.

Your name has come up because you match, in some ways, someone who has joined Partners (they will be a similar age and on a similar course to you, for example.) We would like you to answer several questionnaires during the year, so that we can compare your answers with theirs. We want to know whether being in Partners changes people's views.

I would be very grateful indeed if you would agree to help us with this research. You will be welcome to come and ask us more about it, and no names are ever used when analysing the results. Please return the form below straight away, so that we know whether you agree to take part.

thank you

Name.....

I agree to take part in the Partners research, and am willing to complete some questionnaires.

I would rather not take part in Partners research.

Please bring this form straight away to Helen Hayhoe, in room D19 (Learning Support Section).

Attitudes towards Integration and Views about Disability scales : reference group

PARTNERS : THE RESEARCH PROJECT

Thank you for agreeing to take part in the Partners research project. We really appreciate your help.

Please read these notes below before you complete the questionnaire : they explain something about what we are doing and why.

The PARTNERS SCHEME matches up people with severe learning difficulties with other students, to take part in activities together. Some Partners make friends with individuals and spend free time together, others teach a skill such as guitar playing, some take a class together such as aerobics, and many become involved in the lessons on our Pre Vocational Course One.

We are looking closely at the scheme this year, making sure that Partners have the support they need, and trying to find out what works well within the scheme. We are also looking at what Partners are getting out of it, and in what ways students' attitudes towards disability change as a result of the experience.

Defining our terms

Throughout the research we will be looking at implications for people with severe learning difficulties.¹ This term has been increasingly used to overcome the stigma attached to the label 'mentally handicapped'. Up to 20 of the population have some kind of learning difficulty, and we are referring here to a smaller group of people, less than 2 per cent, who experience significantly greater difficulties in learning than most people. These people, some of whom have Down's Syndrome, have in the past been excluded from the community and will need long-term support to be independent. The learning difficulties tag must, however, take second place to the notion that people are individuals - people first.

People's quality of life is affected by their experiences. For people with learning difficulties, life experiences can be limited in terms of opportunities for education, housing, employment, leisure and other activities. Pre Vocational Course One (PVC1) and the new Adults Community Living course (ACL) aim to prepare people for greater independence in all these areas.

Please begin by completing the three short questionnaires overleaf. We will ask you to complete two of them again in April. Thank you.

¹ These ideas are from 'Adults with Learning Difficulties : Education for choice and empowerment' (1992), by Jeannie Sutcliffe . National Institute of Adult Continuing Education

PARTNERS RESEARCH FORM Reference group 1993/4

Thank you for taking part in Partners research this year. We would like you to complete the information below so that

1. We know how to contact you;
2. We know how your interests compare with our main group.

You may be surprised to know that we are not trying to recruit you to the scheme ! Our aim is to compare your answers with students who have joined.

PART 1 : your details.

Name.....Enrolment No.....Faculty.....

Address.....

.....Postcode.....

Telephone.....Course.....

.....Age.....

How many hours per week is your course ?.....

PART 2 : extra activities

1. Do you take part in extra activities at Richmond College ? (Sports, clubs, workshops, Union activities) Please list them

2. What are your main interests and commitments outside college ?
.....

PART 3 : The Partners Scheme

1. Have you seen any publicity about the Partners Scheme ? (Apart from the information we have sent you). **yes/ no**

2. Do you know anyone who is a Partners ? **yes/no**

3. Had you thought about joining ? **yes/no**

4. Do you think it is a good idea ? **yes / no**

4. Please say why you are /or are not interested in joining the scheme.
.....
.....

PART 4 : previous experience

Do you have personal experience of special needs ?

Tick as many as are relevant.

as a pupil yourself

because of a close friendship

because of a family member

because of previous work experience

Details :

ATTITUDES TO INTEGRATION

There is a lot of debate about the best ways of supporting people with severe learning difficulties. In the last 10 years it has become more common for people to be **integrated**, or mixed into the community by sharing the same schools and colleges, living locally and having greater opportunities to take part. Please let us know what you think about this issue, by indicating how much you agree with the statements below. Circle the answers that you feel apply best to you.

1. **In general, integration is a good educational practice.**
strongly agree agree undecided disagree strongly disagree
2. **Students with severe learning difficulties should have the right to be in ordinary classrooms.**
strongly agree agree undecided disagree strongly disagree
3. **It is possible to teach gifted, average and students with learning difficulties in the same classroom .**
strongly agree agree undecided disagree strongly disagree
4. **Students with severe learning difficulties should be in ordinary classrooms.**
strongly agree agree undecided disagree strongly disagree
5. **Integration will be successful enough to be used in schools and colleges in the future.**
strongly agree agree undecided disagree strongly disagree
6. **Only people with a lot of special education training should work with students with severe learning difficulties.**
strongly agree agree undecided disagree strongly disagree
7. **Colleges with both ordinary students and students with severe learning difficulties improve the learning opportunities of ordinary students.**
strongly agree agree undecided disagree strongly disagree
8. **Ordinary students and students with severe learning difficulties should be taught in separate colleges.**
strongly agree agree undecided disagree strongly disagree
9. **Students with severe learning difficulties can learn from a good regular class teacher.**
strongly agree agree undecided disagree strongly disagree
10. **Ordinary colleges are too advanced for students with severe learning difficulties**
strongly agree agree undecided disagree strongly disagree
11. **To what extent to do you agree with the practice of integration ?**
 very much 1.....2.....3.....4.....5.....6.....7 not at all

VIEWS ABOUT DISABILITY

Most people have thought about disability and have various views and opinions about the subject. In this final section of the questionnaire, please let us know how you feel about the issues below. Some of them are very general, some refer to the Partners Scheme. Just circle the responses that best apply to you, and remember that there are no wrong answers. Add comments if you would like to.

1. Students with severe learning difficulties have a right to further education.

strongly agree agree undecided disagree strongly disagree

2. People with severe learning difficulties are like children in many ways.

strongly agree agree undecided disagree strongly disagree

3. People with severe learning difficulties need looking after.

strongly agree agree undecided disagree strongly disagree

4. People with severe learning difficulties should not have sexual relationships.

strongly agree agree undecided disagree strongly disagree

5. Students with severe learning difficulties cannot speak up for themselves.

strongly agree agree undecided disagree strongly disagree

6. Students with severe learning difficulties should choose their own activities.

strongly agree agree undecided disagree strongly disagree

7. People with severe learning difficulties are entitled to live and work in the community.

strongly agree agree undecided disagree strongly disagree

8. Provision should be made for students with severe learning difficulties to join ordinary classes.

strongly agree agree undecided disagree strongly disagree

Appendix 3.6

PARTNERS RESEARCH FORM test/retest November 1993/4

Thank you for taking part in Partners research this year. The questionnaire we are asking you to complete is being designed for students who have joined the Partners scheme.* We are trying to find out whether contact with people with learning difficulties affects peoples' attitudes to disability.

To make sure that our test is reliable (ie that it consistently measures the same thing), we need to check it. We are therefore asking you, as a group of people who are not members of the scheme, to complete the questionnaire today, and then again in three weeks time, to see whether your answers are the same.

Please try to answer honestly, opting for the answer that seems to make the most sense. If you find a question difficult to answer, do make a note or leave it. **We will not be assessing your attitudes, but will only be looking at how reliable the test is.**

We need to collect a little data about you so that we can contact you again, and so that we can take some factors into account.

PART 1 : your details.

Full name..... Age.....

Details of course (including subjects).....

PART 2 : The Partners Scheme

The PARTNERS SCHEME matches up people with severe learning difficulties with other students, to take part in activities together. Some Partners make friends with individuals and spend free time together, others teach a skill such as guitar playing, some take a class together such as aerobics, and many become involved in the lessons on our Pre Vocational Course One and Adults Community Living Course.

1. Are you in the Partners scheme ?
2. If no, have you seen any publicity about the Partners Scheme ?
3. Do you know anyone who is a Partner ? **yes/no**
4. Had you thought about joining ? **yes/no**
5. Do you think it is a good idea ? **yes / no**
6. Please say why you are /or are not interested in joining the scheme.

.....
.....

PART 3: previous experience

Do you have personal experience of special needs ?

Tick as many as are relevant.

as a pupil yourself

because of a close friendship

because of a family member

because of previous work experience

Details :

VIEWS ABOUT DISABILITY

Most people have thought about disability and have various views and opinions about the subject. In this final section of the questionnaire, please let us know how you feel about the issues below. Some of them are very general, some refer to the Partners Scheme. Just circle the responses that best apply to you, and remember that there are no wrong answers. Add comments if you would like to.

1. Students with severe learning difficulties have a right to further education.

strongly agree agree undecided disagree strongly disagree

2. People with severe learning difficulties are like children in many ways.

strongly agree agree undecided disagree strongly disagree

3. People with severe learning difficulties need looking after.

strongly agree agree undecided disagree strongly disagree

4. People with severe learning difficulties should not have sexual relationships.

strongly agree agree undecided disagree strongly disagree

5. Students with severe learning difficulties cannot speak up for themselves.

strongly agree agree undecided disagree strongly disagree

6. Students with severe learning difficulties should choose their own activities.

strongly agree agree undecided disagree strongly disagree

7. People with severe learning difficulties are entitled to live and work in the community.

strongly agree agree undecided disagree strongly disagree

8. Provision should be made for students with severe learning difficulties to join ordinary classes.

strongly agree agree undecided disagree strongly disagree

ATTITUDES TO INTEGRATION (1.4)

There is a lot of debate about the best ways of supporting people with severe learning difficulties. In the last 10 years it has become more common for people to be **integrated**, or mixed into the community by sharing the same schools and colleges, living locally and having greater opportunities to take part. Please let us know what you think about this issue, by indicating how much you agree with the statements below. Circle the answers that you feel apply best to you.

1. **In general, integration is a good educational practice.**
strongly agree agree undecided disagree strongly disagree
2. **Students should have the right to be in ordinary classrooms.**
strongly agree agree undecided disagree strongly disagree
3. **It is possible to teach gifted, average and students with learning difficulties in the same classroom.**
strongly agree agree undecided disagree strongly disagree
4. **Students with severe learning difficulties should be in ordinary classrooms.**
strongly agree agree undecided disagree strongly disagree
5. **Integration will be successful enough to be used in schools and colleges in the future.**
strongly agree agree undecided disagree strongly disagree
6. **Only people with a lot of special education training should work with students with severe learning difficulties.**
strongly agree agree undecided disagree strongly disagree
7. **Colleges with both ordinary students and students with severe learning difficulties improve the learning opportunities of ordinary students.**
strongly agree agree undecided disagree strongly disagree
8. **Ordinary students and students with severe learning difficulties should be taught in separate colleges.**
strongly agree agree undecided disagree strongly disagree
9. **Students with severe learning difficulties can learn from a good regular class teacher.**
strongly agree agree undecided disagree strongly disagree
10. **Ordinary colleges are too advanced for students with severe learning difficulties**
strongly agree agree undecided disagree strongly disagree
11. **To what extent do you agree with the practice of integration ?**
 verymuch 1.....2.....3.....4.....5.....6.....7 not at all

NAME : _____ DATE : _____

The "Problems in College" Questionnaire

On the following pages you will find a series of vignettes (stories). Each one describes an incident and then lists four ways of responding to the situation. Please read each vignette and then consider each response in turn.

Think about each response option in terms of how appropriate you consider it to be as a means of dealing with the problem described in the story.

You may find the option to be "perfect", in other words "extremely appropriate. In that case you would circle the number 7. You may consider the response highly inappropriate in which case you might circle the 1. If you find the option reasonable you would circle some number between 2 and 6.

So think about each option and rate it on the accompanying scale. Please rate each of the four options for each vignette. There are six vignettes with four options for each.

There are no right or wrong ratings on these items. People's styles differ, and we are simply interested in what you consider appropriate given your own style.

Some of the stories ask what you would do as a teacher. Others ask you to respond as if you were giving advice to another teacher or a parent. Some ask you to respond as if you were the parent. If you are not a parent, simply imagine what it would be like for you in that situation.

Please respond to each response option by circling one number on its rating scale.

Please return the completed questionnaire to Helen Hayhoe, Room D19

Thank you

Problems in Colleges Questionnaire

2. At a parent's evening last night, Mr. and Mrs. Greene were told that their daughter, Sarah, has made more progress than expected since the time of the last meeting. All agree that they hope she continues to improve so that she can be accepted onto the course she hopes to join next year, (which seemed uncertain at the last meeting). As a result of the parents evening, the Greens decide to :

- 1.....2.....3.....4.....5.....6.....7
very moderately very
inappropriate appropriate appropriate

- 1.....2.....3.....4.....5.....6.....7
very moderately very
inappropriate appropriate appropriate

- 1.....2.....3.....4.....5.....6.....7
very moderately very
inappropriate appropriate appropriate

- 1.....2.....3.....4.....5.....6.....7
very moderately very
inappropriate appropriate appropriate

please rate every item

4. Your son is one of the better players on his football team which has been winning most of its games. He has a big game after college tomorrow. However, you are concerned because he just told you he failed his class spelling test and will have to retake it the day after tomorrow. You decide that the best thing to do is :

- a. Ask him to talk about how he plans to handle the situation.

1.....	2.....	3.....	4.....	5.....	6.....	7.....
very			moderately			very
inappropriate			appropriate			appropriate

- b. Tell him he probably ought to decide to forego tomorrow's game so that he can catch up in spelling.

1.....	2.....	3.....	4.....	5.....	6.....	7.....
very			moderately			very
inappropriate			appropriate			appropriate

- c. See if others are in the same predicament and suggest he do as much preparation as the others.

1.....	2.....	3.....	4.....	5.....	6.....	7.....
very			moderately			very
inappropriate			appropriate			appropriate

- d. Make him miss tomorrow's game to study ; football has been interfering too much with his college work.

1.....	2.....	3.....	4.....	5.....	6.....	7.....
very			moderately			very
inappropriate			appropriate			appropriate

Problems in colleges Questionnaire

please rate every item

6. Your child has been getting average marks at school, and you would like to see her improve. A useful approach might be to :

- a. Encourage her to talk about her reports and what it means to her.

1.....2.....3.....4.....5.....6.....7
very moderately very
inappropriate appropriate appropriate

- b. Go over the reports with her ; point out where she stands in the class.

1.....2.....3.....4.....5.....6.....7
very moderately very
inappropriate appropriate - appropriate

- C. Stress that she should do better, she'll never get into college with grades like these.

1.....2.....3.....4.....5.....6.....7
very moderately very
inappropriate appropriate appropriate

- d. Offer her a pound for every A grade and 50p for every B on future reports.

1.....2.....3.....4.....5.....6.....7
very moderately very
inappropriate appropriate appropriate

Problems in colleges Questionnaire

The PARTNERS Scheme

QUIZ 1

Please answer these questions to let us know what you think about Partners.

1. REASONS FOR JOINING

I joined Partners because

- | | |
|--|------------------|
| (a) I want to learn new things | yes / no / maybe |
| (b) My friends are doing it | yes / no / maybe |
| (c) It sounds like fun | yes / no / maybe |
| (d) My tutor wants me to join | yes / no / maybe |
| (e) I think I should do it | yes / no / maybe |
| (f) I want to meet new people | yes / no / maybe |
| (g) I want to do it | yes / no / maybe |
| (h) It will be a break from my other lessons | yes / no / maybe |

Another reason :

The PARTNERS Scheme

QUIZ 2

This quiz is about what you think about mixing with other students in the college. We are thinking about students with learning difficulties having lessons and sharing the college with students who do not have learning difficulties. Let us know what you think.....

1. Mixing with students from other courses is a good idea.
yes / no / maybe
2. I should be allowed to be in the same lesson as other students in the college.
yes / no / maybe
3. I need to have a special teacher.
yes / no / maybe
4. I can learn better if I am with other students who do not have learning difficulties.
yes / no / maybe
5. I would like to be in a college just for people with learning difficulties.
yes / no / maybe
6. I can learn with any teacher.
yes / no / maybe

Any comments ?

The PARTNERS Scheme

QUIZ 3

This is the last quiz about Partners. We want to know what you think about disability. We are thinking here about people with severe learning difficulties.

1. Students with learning difficulties should go to college if they want to. **yes / no / maybe**
2. Students with learning difficulties are like children. **yes / no / maybe**
3. Students with learning difficulties can do most things for themselves. **yes / no / maybe**
4. Partners are there to do things for students with learning difficulties. **yes / no / maybe**
5. People with learning difficulties need looking after. **yes / no / maybe**
6. Students with learning difficulties should not have sex. **yes / no / maybe**
7. Students with learning difficulties cannot speak up for themselves. **yes / no / maybe**
8. Students with learning difficulties should choose their own activities. **yes / no / maybe**
9. People with learning difficulties should have jobs and homes. **yes / no / maybe**
10. Students with learning difficulties can learn foreign languages. **yes / no / maybe**
11. Students with learning difficulties should have help so they don't make mistakes. **yes / no / maybe**

APPENDIX 3.10 *Example of questionnaire, The Cooperation Scale ('about the task') and The Relationship Scale ('about the relationship'). Items with low reliability have been removed.*

The PARTNERS Scheme

Partner name _____

Thank you for agreeing to be part of our research project this year. This questionnaire is designed to find out about the actual relationships that are forming between students.

We would like you to identify a student who you work with most in Partners.

The PVC1 / ACL student I am thinking of is _____

Please spend a few minutes thinking about the way you work together. Answer the following questions from your perspective. There are no wrong answers ! Do add comments if you like.

Some of the questions refer to PVC1/ACL students. By this we mean the students on our courses that you work with. PVC1 is Pre Vocational Course One, and ACL is the Adults Community Living Course.

PART ONE : about the task

1. What task or activity are you usually doing ? please specify

2. Do you and the PVC1/ACL student take part of the task each ?
always / usually / seldom / never
3. Are both of you working for the same end result ?
yes / no / don't know
4. Do you think the task would get done if you were not there ?
yes / probably / not as well / no
5. Do you and the PVC1/ACL students do the task separately ?
always / usually / seldom / never
6. Do you have to work together to complete the task ?

always / usually / seldom / never

7. Is there any goal in this lesson that applies to everyone eg a meal, getting fit ?
please specify _____
-

PART TWO : about the relationship

8. Who is more friendly in this relationship ?
me /PVC1/ACL student/ equal
9. Who stands up for him/herself more in this relationship ?
me/ PVC1/ACL student / equal
10. Do you both stick to the task ?
usually /sometimes /seldom
11. Do you chat mostly with the staff ?
yes /no / don't know / doesn't apply
12. Do you meet the PVC1/ACL student outside the session ?
yes / no/ don't know
13. Do you have break with staff (as opposed to students)
usually/ sometimes / seldom/ doesn't apply
14. Are you teaching something ?
yes / no
please specify.....
15. Does the PVC1/ACL student keep working when you are there ?
usually /sometimes /seldom
16. Does the PVC1/ACL student get the job done well, with you ?
yes /no/don't know
17. Do you have break with the students (as opposed to staff)
usually/ sometimes / seldom/ doesn't apply
18. Do you think this relationship is balanced (ie no-one is always the best or the most dominant)
yes /no /don't know
19. Does the PVC1/ACL student depend on your help ?
usually /sometimes /seldom
20. Do you tell the PVC1/ACL student what to do ?
usually /sometimes /seldom

21. Do the PVC1/ACL student and you take turns ?
usually /sometimes /seldom
22. Do you chat mostly with the students (as opposed to staff)?
usually /sometimes /seldom
23. Is the PVC1/ACL student ever in charge ?
usually /sometimes /seldom
24. Do you have break with the students (as opposed to staff)?
usually /sometimes /seldom /doesn't apply
25. Does the PVC1/ACL student wait to be helped by you ?
usually /sometimes /seldom
26. Do you think you have made a friendship ?
yes / no/ couldn't say
-

*Thank you for your help. Please bring this straight
away to me in D19
Helen Hayhoe*

APPENDIX 3.10 *Example of staff questionnaire, The Cooperation Scale ('about the task') and The Relationship Scale ('about the relationship'). Items with low reliability have been removed.*

The PARTNERS Scheme Staff Questionnaire

Staff name _____

Thank you for agreeing to take part in the Partners research project. This questionnaire is designed to find out about the actual relationships that are forming between students. Please spend a few minutes thinking about each Partner that you work with.

Partner Name _____ Activity _____

Answer the following questions from your perspective, and do add comments if you wish. Please complete the questionnaire as soon as you can, but if you cannot answer some of the questions, feel free to keep the questionnaire longer while you notice how the students interact.

PART ONE : about the task

1. What task or activity is the Partner usually doing ? please specify

2. Do the Partner and the PVC1/ACL student take part of the task each ?
always / usually / seldom / never
3. Are both students working for the same end result ?
yes / no / don't know
4. Would the task get done if the Partner was not there ?
yes / probably / not as well / no
5. Do the Partner and the PVC1/ACL students do the task separately ?
always / usually / seldom / never
6. Do they have to work together to complete the task ?
always / usually / seldom / never
7. Is there any goal in this lesson that applies to everyone eg a meal, getting fit ?
yes / no please specify _____

PART TWO : about the relationship. In your opinion.

staff proc. ques. 1/2

Appendix 3.10 Process Data Scales (Staff)

8. Who is more friendly in this relationship ?
Partner /PVC1/ACL student/ equal
9. Who stands up for him/herself more in this relationship ?
Partner / PVC1/ACL student / equal
10. Do they both usually stick to the task ?
usually /sometimes /seldom
11. Does the Partner chat mostly with staff ?
usually /sometimes /seldom
12. Does the Partner meet the PVC1/ACL student outside the session ?
yes / no/ don't know
13. Does the Partner have break with the staff (as opposed to students) ?
usually /sometimes /seldom / doesn't apply
14. Is the Partner teaching something ? yes /no
please specify.....
15. Does the PVC1/ACL student keep working when the Partner is there ?
usually /sometimes /seldom
16. Does the PVC1/ACL student get the job done well, with a Partner ?
yes /no/don't know
17. Does the Partner have break with the students (as opposed to staff)?
usually /sometimes /seldom /doesn't apply
18. Do you think this relationship is balanced (ie no-one is always the best or the most dominant)
yes /no /don't know
19. Does the PVC1/ACL student depend on the Partner's help ?
usually /sometimes /seldom
20. Does the Partner tell the PVC1/ACL student what to do ?
usually /sometimes /seldom
21. Do the PVC1/ACL student and the Partner take turns ?
usually /sometimes /seldom
22. Does the Partner chat mostly with the students (as opposed to staff)?

staff proc ques. 1/2

APPENDIX 3.11 Example of end questionnaires : Attitudes Towards Integration and Views about Disability Scales. Items with low reliability have been removed.

Name

THE PARTNERS SCHEME

Research Questionnaire

Thank you for your involvement in the PARTNERS evaluation project this year, and for your help so far in completing questionnaires for me. You should have received the final questionnaire from me by now, and I am writing to remind you to complete it for me.

I am writing to you at home in the hope that you will get this letter more reliably than through your tutor (not everyone goes regularly to their tutor group!)

As you know, we are looking at ways in which your feelings about disability and integration may have changed as a result of getting to know individuals with learning difficulties. Each Partner has been matched with another student in the college of the same age, sex and course, and who has similar experience to you. They have completed a similar questionnaire and I will be comparing the results, ie whether your involvement in the scheme affected your views about disability, compared with someone who was not involved.

You will see that it is crucial that I receive every questionnaire back : you are unique in this study ! The results will be published in due course, and will affect policy and practice not just in this college but nationally.

I hope that you still have your copy of the questionnaire. If you do , please do bring it to me straight away. If not, I have made extra copies which are on the filing cabinet by my desk in D19. I know that this is a busy and stressful time for students (it's the same at PhD level !) but do make time for this.

Remember, if you dropped out of Partners or finished a while ago, your questionnaire is still needed. **This is the last time that I will be asking you to complete anything for the project and I would be very grateful if you could return it straight away.**

Please return it to Helen Hayhoe, Learning Support Section, Room D19.

ATTITUDES TO INTEGRATION

There is a lot of debate about the best ways of supporting people with severe learning difficulties. In the last 10 years it has become more common for people to be **integrated**, or mixed into the community by sharing the same schools and colleges, living locally and having greater opportunities to take part. Please let us know what you think about this issue, by indicating how much you agree with the statements below. Circle the answers that you feel apply best to you.

1. In general, integration is a good educational practice.
strongly agree agree undecided disagree strongly disagree
2. Students with severe learning difficulties should have the right to be in ordinary classrooms.
strongly agree agree undecided disagree strongly disagree
3. It is possible to teach gifted, average and students with learning difficulties in the same classroom .
strongly agree agree undecided disagree strongly disagree
4. Students with severe learning difficulties should be in ordinary classrooms.
strongly agree agree undecided disagree strongly disagree
5. Integration will be successful enough to be used in schools and colleges in the future.
strongly agree agree undecided disagree strongly disagree
6. Only people with a lot of special education training should work with students with severe learning difficulties.
strongly agree agree undecided disagree strongly disagree
7. Colleges with both ordinary students and students with severe learning difficulties improve the learning opportunities of ordinary students.
strongly agree agree undecided disagree strongly disagree
8. Ordinary students and students with severe learning difficulties should be taught in separate colleges.
strongly agree agree undecided disagree strongly disagree
9. Students with severe learning difficulties can learn from a good regular class teacher.
strongly agree agree undecided disagree strongly disagree
10. Ordinary colleges are too advanced for students with severe learning difficulties
strongly agree agree undecided disagree strongly disagree
11. To what extent to do you agree with the practice of Integration ?
 very much 1.....2.....3.....4.....5.....6.....7 not at all

VIEWS ABOUT DISABILITY

Most people have thought about disability and have various views and opinions about the subject. In this section of the questionnaire, please let us know how you feel about the issues below. Some of them are very general, some refer to the Partners Scheme. Just circle the responses that best apply to you, and remember that there are no wrong answers. Add comments if you would like to.

1. Students with severe learning difficulties have a right to further education.

strongly agree agree undecided disagree strongly disagree

2. People with severe learning difficulties are like children in many ways.

strongly agree agree undecided disagree strongly disagree

3. People with severe learning difficulties need looking after.

strongly agree agree undecided disagree strongly disagree

4. People with severe learning difficulties should not have sexual relationships.

strongly agree agree undecided disagree strongly disagree

5. Students with severe learning difficulties cannot speak up for themselves.

strongly agree agree undecided disagree strongly disagree

6. Students with severe learning difficulties should choose their own activities.

strongly agree agree undecided disagree strongly disagree

7. People with severe learning difficulties are entitled to live and work in the community.

strongly agree agree undecided disagree strongly disagree

8. Provision should be made for students with severe learning difficulties to join ordinary classes.

strongly agree agree undecided disagree strongly disagree

Some details about how the scheme worked for you

Attendance

(100%) (80%) (60%) (40%) (20%) (0%)

1. I would rate my attendance as 1 2 3 4 5 6
2. This was the main reason for not coming regularly, or for dropping out

3. How could you have been supported better ?

Your attitudes (continue overleaf if you like, and do add any extra comments)

1. Were the students you met as you had expected ? Please describe anything about them that surprised you
2. Do you think you are more likely to welcome integration for people with learning difficulties in your own life ? (ie in education, your future work place, social networks, living in your street). Please comment.
3. Please comment on any ways in which you think your attitude to disability might have changed as a result of this experience .

APPENDIX 3.12. front sheet for reference group (with Attitudes towards Integration Scale and Views about Disability Scale - as quasi- experimental subjects)

THE PARTNERS SCHEME

Research Questionnaire (reference group)

Thank you so much for completing the questionnaire I sent you in November /December. You may remember that I am evaluating the Partners Scheme at this college. The scheme aims to improve opportunities for students with severe learning difficulties to mix with other students across college.

Your name came up because you match, in some ways, someone who joined Partners this year (they will be a similar age and on a similar course to you, for example). We asked you to answer two questionnaires during the year, so that we can compare your answers with theirs'. We want to know whether being in Partners changes people's views. To do this, we are comparing the experience of people who have joined Partners with others who have not, and you were chosen to become part of the research.

The time has come for you to complete the second questionnaire. You will see that you are being asked the same questions as before : idea is to see whether your views have changed during the year, compared with the students who have been involved in the scheme. I have also added some questions aiming to find out whether you have met any students with learning difficulties yourself during the year. I need to find out what kinds of contacts students manage to make beyond the scheme.

The overall aim of this research project is to find out which factors make a positive difference for people with severe learning difficulties. The results will improve policy and practice, not just at this college but nationally. I would therefore be very grateful indeed if you would agree to help us with this research again. You are welcome to come and ask me more about it, and no names are ever used when analysing the results. Please return the form attached straight away.

3.13 (a) Ryan and Connell (1989)

Examples of the adaptation of the Academic Self Regulation Questionnaire (ASRQ), Ryan and Connell 1989, for the Reasons for Joining Partners Scale.

Examples of reasons defining external, introjected, identified and intrinsic categories (in italics Ryan and Connell, 1989, in plain text, Reasons for Joining Partners)

External (rule following, reward, avoidance of punishment,)

Because I'll get into trouble if I don't
Because that's what I'm supposed to do
So that the teacher won't yell at me
Because that's the rule
So others won't get mad at me.

It would help me be a teacher
It would be a useful work experience
My tutor put pressure on me to join
I need to make up extra hours on my timetable
It would make a good break from the pressures of my course.

Introjection (self and other approval ; avoidance of disapproval)

Because I want the teacher to think I'm a good student
Because I'll feel bad about myself if I don't
Because I'll feel ashamed of myself if I don't
Because I want the other students to think I'm smart
Because it bothers me when I don't
Because I want people to like me.

It would impress my friends
It would make me feel I have done some good
It would impress my tutors
I feel I should do it
I might be a little ashamed of myself if I don't

Identification (self valued goal ; personal importance)

Appendix 3.13 Related studies and scales

Because I want to understand the subject

Because I want to learn new things

To find out if I'm right or wrong

Because I think it's important to ...

Because I wouldn't want (like) to do that (negative behaviour)

It is important that students with severe learning difficulties take up their right to join in RUTC¹ activities

I think it is worth giving up my time because the scheme is important

I want o increase opportunities for people with learning difficulties.

I would like to give something back to society

I want to do something for me.

Intrinsic (enjoyment ; fun)

Because it's fun

Because I enjoy it

I like the idea of doing the activities

It sounds like fun

I am interested in meeting new people

I would enjoy doing something different

I want to learn new things

3.13 (b) Deci and Ryan (1981)

The Problems in Schools Questionnaire

This questionnaire assesses adults' (especially teachers') orientations toward controlling versus supporting autonomy in children. Closely related is that it relates to their use of rewards and communications to control children versus to inform them. The scale was developed from ideas presented in cognitive evaluation theory (Deci 1975, Deci and Ryan ,1980, Deci, Nezlek, & Sheinman, 1981)

The Problems in Schools Questionnaire (Deci 1981) is a 32 item measure with four sub scales that are combined to form an overall orientation. The questionnaire is composed of eight short vignettes describing typical kinds

¹ Richmond Upon Thames College

Appendix 3.13 Related studies and scales
of problems that occur in schools. Following each vignette are four possible ways of dealing with the problem situation. The four items following each vignette represent four points along a continuum from highly controlling to highly autonomous.

- * A highly controlling teacher may be seen to decide on a solution to a problem and use sanctions to ensure that the solution is implemented.
- * A moderately controlling teacher may decide on a solution and attempt to get the student to implement it by invoking guilt or emphasising it is for the student's own good.
- * A moderately autonomous teacher may encourage the student to use social comparison information (to see what other kinds are doing) in an attempt to solve the problem.
- * A highly autonomous teacher may encourage the student to consider various elements of the problem and to arrive at a solution for him/herself.

The adults who completed the questionnaire read each vignette and considered the four possible responses, rating each item on a scale from 1 - 1 indicating how appropriate they considered that response for handling the situation. A 1 indicated that, given the person's style, the response was highly appropriate, a 4 considered that it was moderately appropriate and a 7 that it was highly inappropriate. This a respondent was instructed to rate 32 items. Eight of the items were therefore highly controlling, eight moderately controlling and etc. The four responses were counterbalanced for order across the vignettes. The responses to each of the eight items was averaged to give four sub scale scores, each with a range from 1-1. A total score was calculated by weighting the highly controlling sub scale score with -2, the moderately controlling sub scale score with -1, the moderately autonomous sub scale score with +1 and the highly autonomous sub scale score with +2 and then summing the weighted values. Thus, the total scale score could range from -18 to +18.

The questionnaire was developed with regard to face validity and was tested for reliability and validity in ongoing classrooms among a pool of 68 teachers and 610 children. Split half reliabilities were calculated for each of the scales, Cronback's alpha for the four sub scales were .73, .71, .63 and .80. Test retest coefficients range from .77 to .82. External validity was

Appendix 3.13 Related studies and scales
assessed through a correlation of childrens' perceptions of the teachers on the classroom climate measure (.35,significant at the .05 level). The measure was then related to actual characteristic of the children : their intrinsic motivation and perceived competence. The teacher orientation scale correlated significantly with an intrinsic motivation sub scale : teachers who were more autonomy supportive had children who were more intrinsically motivated ; teachers who were more in control had children who were less intrinsically motivated. Further external reliability checks confirmed that control oriented teachers seem to have a significantly different impact on the intrinsic motivation and perceived competence of their children than do autonomy supportive teachers.

3.13 (c) Cole et al (1988)

The Relationship Scale

This scale was developed in response to a study by David Cole et al (1988), in which he compared interactions between school children with their peers with severe mental handicaps² in each of two programs implemented to facilitate their social integration.

Cole's (1988) study involved the implementation of Peer Tutoring and Special Friends programs (modelled on published programs) in five classrooms each.

Method

53 dyads participated, consisting each of one child with 'severe or profound retardation'³ and one child from a regular education class. Training sessions and the flow of events during the interaction were differentiated for the Peer tutoring and Special Friends groups. The procedures adopted included a slide sound introduction, followed by eight weekly meetings with a research assistant who introduced key concepts and skills to facilitate interactions. After four meetings, children began attending peer interaction sessions, 2 to 4 times per week over an eight week period for 15 minutes per session. Sessions took place in the special education classrooms, with

² Cole's terminology

³ Cole's terminology

Appendix 3.13 Related studies and scales

5 - 8 dyads interacting simultaneously. Behavioural observations were collected on three occasions ; during the actual program sessions in the third week of interactions; and twice in a free play or a tutorial probe during the fifth to seventh week of interaction.

Data was collected in two ways : using time sampling, and a Relationship Rating Scale. Observers reached 85% agreement, and reliability coefficients ranged from .71 to .92. The scale was derived from the Relationship Rating Scales (Pancake et al., 1984) Of their 11 scales, four were adapted for use. These included scales for symmetry, fun, engagement and vitality. A fifth scale, hierarchy, was also developed. Scales were rated on a 1-5 point scale by children, and on a 1-7 point scale by adults.

Factors identified by Cole

Scale	Definition
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Symmetry	The extent to which one child initiates/ leads activities more than the other. High symmetry : children demand attention, request toy, or offer help at equal rates. Low symmetry : one child is initiator, while other resists, avoids, complies, wanders off and so forth
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Hierarchy	The extent to which partners' roles resemble a teacher - pupil, parent-child, or provider-recipient arrangement. Low hierarchy is represented by playful relationships with frequent turn taking.
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Fun	The extent to which both children play and enjoy themselves, as indicated by high rates of smiling, laughing and obvious signs of positive affect and mutual enthusiasm.
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Engagement	The extent to which both children occupy the attention and efforts of one another. The degree to which both children resist distraction from each other. Note : high engagement may be friendly or angry.
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Vitality	The extent to which both children evidence positive emotional commitment to the relationship. This is not (necessarily) a Fun scale because partners may be positive without playing (eg a pleasant parent- child or teacher - student relationship). Also, this is not an engagement scale because peers could be engaged because of anger or frustration, which ranks low on positive
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3.13(d) Johnson and Johnson and Snider (1985)

Cooperation and social outcomes: The Work of Johnson and Johnson

In 1985 Yager, Johnson and Johnson and Snider conducted a study comparing the effects of cooperative and individualistic learning contingencies on interpersonal attraction, social acceptability and self esteem between handicapped and non handicapped fourth grade students⁴.

Method

Sixty nine students were assigned to conditions on a stratified random basis controlling for handicap, age and sex. They participated in the study for 45 minutes a day for 54 instructional days during science class.

In the cooperative condition of the study, students were instructed to work together as a group of four, which included at least one student with severe learning and/or behaviour problems. They were instructed to finish a given assignment sheet while assuring that all group members had mastered the material, with all group members giving their ideas and suggestions, and with the teacher praising and rewarding the group as a whole. In the individualistic condition, students were instructed to work on their own, avoiding interaction with other students, with the teacher praising and rewarding each student individually.

(J & J ,83)

Non handicapped peer ratings of the social acceptability of each handicapped student and several attitude measures were obtained four separate times at 18 day intervals. The results indicate that continued use of cooperative learning promotes positive growth in interpersonal attraction, social acceptability and self esteem between handicapped and non handicapped students. Both types of students perceived greater peer academic support, greater peer personal support and caring, greater liking among students, lower feeling of isolation and disconnectedness.

⁴ Terminology of the study (1985)

RESULTS OF THE QUASI EXPERIMENTAL STUDY

The Views About Disability Scale

Analysis of the main effect

Views about Disability Scale : combined observed mean scores						
group		N	time 1	sd	time 2	sd
0	<i>reference</i>	29	29.4	3.7	29.2	3
1	<i>experienced Partners</i>	12	32.9	3	32.9	4
2	<i>new Partners</i>	17	31	3.8	33.2	3.2

Appendix 4.1 (a) Combined observed mean scores for Views About Disability Scale.

Two way Analysis of Variance : Views about Disability Scale at time 1					
source	SS	DF	MS	F	Sig of F
within + residual	1034.09	55	18.8		
between groups	247.85	2	123.9	6.6	0.003
within + residual	272.38	55	5		
time	5.1	1	5.1	1	0.313
groups X time	40.7	2	20.4	4.1	0.022

Appendix 4.1(b) Two way analysis of variance. Combined observed mean scores for experimental /reference factor variables for the Views about Disability Scale at time one and time two

Adult Status factor : main effect

Adult Status Factor : combined observed mean scores						
group		N	time 1	sd	time 2	sd
0	<i>reference</i>	29	13.5	2.3	13.6	2.1
1	<i>experienced Partners</i>	12	15.5	2.6	15.1	2.3
2	<i>new Partners</i>	17	14.5	2.2	16	2.5

Appendix 4.2 (a): Combined observed mean scores for the Adult Status factor of the Views About Disability Scale

Appendices 4.1 to 4.18

Two way Analysis of Variance : Adult Status factor at time 1					
source	SS	DF	MS	F	Sig of F
within + residual	432.5	55	7.9		
between groups	86.3	2	43.1	5.5	0.007
within + residual	155.9	55	2.8		
time	4.2	1	4.2	1.5	0.229
groups X time	16.1	2	8.1	2.8	0.067

Appendix 4.2(b) :Two way analysis of variance. Combined adjusted mean scores for experimental /reference factor variables for the Adult Status factor of the Views about Disability Scale.

One way Analysis of Variance : Adult Status Variable (time 1)					
source	D.F.	Sum of squares	mean squares	F ratio	F Prob.
between groups	2	36.4	18.2	3.3	0.04
within groups	55	302.5	5.5		
total	57	339			
One way analysis of Variance : Adult Status Variable (time 2)					
source	D.F.	Sum of squares	mean squares	F ratio	F Prob.
between groups	2	66	33	6.3	0.0033
within groups	55	286	5.1		
total	57	352			

Appendix 4.2(c) : One way analysis of variance for the Adult Status Factor of the Views about Disability Scale.

adult status factor (Time 2)	
mean	group
13.6	reference
15	Experienced Partners
16	New Partners *

Appendix 4.3: Multiple range test : Scheffe Test , Adult Status Factor of the Views about Disability Scale at time two.

Adult status factor : fine grain analysis

"Don't know" responses

Appendices 4.1 to 4.18

"Don't know" responses : combined observed mean scores						
group		N	time 1	sd	time 2	sd
0	<i>reference</i>	29	1.8	1	1.3	1
1	<i>experienced Partners</i>	12	0.9	0.7	0.8	0.9
2	<i>new Partners</i>	17	1.4	1.1	0.9	0.9

Appendix 4.4(a) Combined observed mean scores for responses to 'Don't know' items for the Adult Status factor of the Views About Disability Scale.

Two way ANOVA : 'Don't know" frequency, Adult Status Factor					
source	SS	DF	MS	F	Sig of F
within + residual	75.5	55	1.4		
between groups	2.3	2	1.1	0.8	0.4
within + residual	21.3	55	0.4		
time	0.6	1	0.6	1.65	0.2
groups X time	2.4	2	1.2	3.1	0.05

Appendix 4.4 (b) : Two way analysis of variance. Combined observed mean scores for experimental /reference factor variables for the 'Don't know" scores for the Adult Status factor of the Views About Disability Scale.

Moderately positive responses

Moderately positive responses : combined observed mean scores						
group		N	time 1	sd	time 2	sd
0	<i>reference</i>	29	1	0.7	1.1	0.9
1	<i>experienced Partners</i>	12	1.6	0.7	1.8	1.2
2	<i>new Partners</i>	17	0.8	0.9	1.7	1.1

Appendix 4.4(c) : Combined observed mean scores of frequency of moderately positive responses to the Adult Status factor of the Views About Disability Scale.

Two way ANOVA					
source	SS	DF	MS	F	Sig of F
within + residual	62.8	55	1.1		
between groups	6.5	2	3.2	2.8	0.068
within + residual	25.2	55	0.5		
time	3.3	1	3.3	7.3	0.009
groups X time	4	2	2	4.4	0.017

Appendices 4.1 to 4.18

Appendix 4.4(d) : Two way analysis of variance. Combined observed mean scores for experimental /reference factor variables for moderately positive responses to the Adult Status factor of the Views About Disability Scale.

highly positive responses

Adult Status : Highly positive scores : combined observed mean scores						
group		N	time 1	sd	time 2	sd
0	reference	29	0.7	0.6	0.7	0.8
1	experienced Partners	12	1.2	0.7	0.9	1.1
2	new Partners	17	1.1	0.8	1	1.1

Appendix 4.4 (e): Combined observed mean scores for highly positive responses to the Adult Status factor of the Views About Disability Scale.

Adult Status : Two way ANOVA : Highly positive responses					
source	SS	DF	MS	F	Sig of F
within + residual	90.2	55	1.6		
between groups	3.8	2	1.9	1.2	0.319
within + residual	21.1	55	0.4	0.4	
time	0.2	1	0.2	0.6	0.459
groups X time	0.3	2	2	0.45	0.641

Appendix 4.4 (f) Two way analysis of variance. Combined observed mean scores for experimental /reference factor variables for the highly positive responses to the Adult Status factor of the Views About Disability Scale.

The Rights of People with Severe Learning Difficulties factor of the Views about Disability Scale

The main effect

Rights Factor : combined adjusted mean scores						
group		N	time 1	sd	time 2	sd
0	reference	29	22.4	2.2	22.2	1.8
1	experienced Partners	12	24.3	1.5	24	2
2	new Partners	17	23.9	2.6	24.3	1.3

Appendix 4.5(a) : Combined observed mean scores for the Rights factor of the Views About Disabilities scale

Appendices 4.1 to 4.18

Two way Analysis of Variance : Rights factor at time 1					
source	SS	DF	MS	F	Sig of F
within + residual	330.3	55	6		
between groups	42.2	2	21.1	3.5	0.37
Two way Analysis of Variance : Rights factor at time 2					
source	SS	DF	MS	F	Sig of F
within + residual	95.8	55	1.7		
time	0.1	1	0.1	0.03	0.87
groups X time	5.7	2	2.9	1.7	0.2

Appendix 4.5 (b) : Two way analysis of variance for the Rights of People with Severe Learning Difficulties factor of the Views about Disability Scale.

Analysis of Variance Summary : Rights factor (time 1)					
source	D.F.	Sum of squares	mean squares	F ratio	F Prob.
between groups	2	17.12	8.6	1.8	0.18
within groups	55	262.8	4.8		
total	57	279.9			
Analysis of Variance Summary : Rights factor (time 2)					
source	D.F.	Sum of squares	mean squares	F ratio	F Prob.
between groups	2	30.8	15.4	5.2	0.009
within groups	55	163.3	2.9		
total	57	194.1			

Appendix 4.6 : One way analysis of variance for the Rights Factor of the Views about Disability Scale.

Rights factor	
mean	group
15.7	reference
17	Experienced Partners
17.2	New Partners *

Appendix 4.7 Multiple range test : Scheffe Test , Adult Status Factor of the Views about Disability Scale at time two.

Appendices 4.1 to 4.18

Rights Factor : fine grain analysis of response patterns

'don't know' responses

Rights factor : Mean 'Don't know' responses at T1 and T2						
group		N	time 1	sd	time 2	sd
0	<i>reference</i>	29	0.8	0.8	0.9	0.8
1	<i>experienced Partners</i>	12	0.4	0.5	0.4	0.6
2	<i>new Partners</i>	17	1	0.7	0.4	0.5

Appendix 4.8(a) Combined observed mean scores of frequency of 'don't know' responses to the Rights factor of the Views About Disability Scale.

Two way ANOVA : "Don't know" frequency, Rights factor					
source	SS	DF	MS	F	Sig of F
within + residual	42	55	0.8		
between groups	3.12	2	1.6	2	0.14
within + residual	17.5	55	0.3	0.3	
time	0.9	1	0.9	2.7	0.105
groups X time	2.3	2	1.1	3.5	0.036

Appendix 4.8 (b) Two way analysis of variance. Combined observed mean scores for experimental /reference factor variables for the 'dont know' responses of the the Rights factor of the Views About Disability Scale.

moderately positive responses

Rights factor : Moderately positive responses : mean scores at T1 and T2						
group		N	time 1	sd	time 2	sd
0	<i>reference</i>	29	1.8	1.2	1.9	1.1
1	<i>experienced Partners</i>	12	1.5	1.2	1.7	1.3
2	<i>new Partners</i>	17	0.8	0.6	1.8	1.3

Appendix 4.8(c) Combined observed mean scores of frequency of moderately positive responses to the Rights factor of the Views About Disability Scale

Appendices 4.1 to 4.18

Two way ANOVA : 'Moderately positive frequency, Rights factor					
source	SS	DF	MS	F	Sig of F
within + residual	116.9	55	2.1		
between groups	7.7	2	3.9	1.8	0.172
within + residual	33.6	55	0.6		
time	4.8	1	4.8	7.9	0.007
groups X time	4.4	2	2.1	3.6	0.034

Appendix 4.8 (d) : Two way analysis of variance, Rights of People with Severe Learning Difficulties factor of the Views about Disability Scale. Analysis of the frequency of moderately positive responses.

highly positive responses

Rights factor : Highly positive responses : mean scores at T1 and T2						
group		N	time 1	sd	time 2	sd
0	reference	29	1.2	1.4	1	0.9
1	experienced Partners	12	1.8	0.9	1.8	1.4
2	new Partners	17	1.9	1.4	1.8	1.3

Appendix 4.8(e) : Combined observed mean scores of frequency of moderately positive responses to the Rights factor of the Views About Disability Scale.

Two way ANOVA : 'Highly positive frequency, Rights Factor					
source	SS	DF	MS	F	Sig of F
within + residual	134.6	55	2.5		
between groups	14.6	2	7.3	3	0.059
within + residual	38.6	55	0.7		
time	0.4	1	0.4	0.6	0.445
groups X time	0.2	2	0.1	0.1	0.876

Appendix 4.8 (f) : Two way analysis of variance, Rights of People with Severe Learning Difficulties factor of the Views about Disability Scale. Analysis of the frequency of highly positive responses.

A comparison of Adult Status and Rights factors of the Views about Disability scale

Appendices 4.1 to 4.18

Mean scores of the Adult Status and Rights factors of the VAD scale.				
	Adult Status		Rights	
	Time 1	Time 2	Time 1	Time 2
Mean scores of reference	13.5 (sd 2.3)	13.6 (sd 2.3)	22.4 (sd 2.2)	22.2 (sd 1.8)
experienced Partners	15.5 (sd 2.6)	15.1 (sd 2.3)	24.3 (sd 1.5)	24 (sd 2)
new Partners	14.5 (2.2)	16 (sd 2.5)	23.9 (sd 2.6)	24.3 (sd 1.3)

Appendix 4.9 : A comparison of mean scores of the Adult Status and Rights factors of the VAD scale.

The Attitudes Toward Integration Scale

The main effect

		N				
Attitudes Towards Integration : combined adjusted mean scores						
group			time 1	sd	time 2	sd
0	reference	29	34.6	3.6	34.9	4.5
1	experienced Partners	12	40.5	4.4	39.2	4.3
2	new Partners	17	39.1	4.6	38.7	4.2

Appendix 4.10(a) : Combined observed mean scores for the Attitudes Towards Integration scale

Two way Analysis of Variance : Attitudes Towards Integration at time 1					
source	SS	DF	MS	F	Sig of F
within + residual	1475.2	55	26.8		
between groups	601.1	2	300.5	11.21	0
Two way Analysis of Variance : Attitudes Towards Integration at time 2					
source	SS	DF	MS	F	Sig of F
within + residual	520.3	55	9.46		
time	4.5	1	4.5	0.5	0.5
groups X time	11.1	2	5.6	0.6	0.5

Appendix 4.10(b) : Two way analysis of variance. Combined adjusted mean scores for experimental / reference factor variables for the Attitudes Towards Integration Scale.

Appendices 4.1 to 4.18

Analysis of Variance Summary : Attitudes towards Integration (time 1)					
source	D.F.	Sum of squares	mean squares	F ratio	F Prob.
between groups	2	382.1	191	11.4	0.0001
within groups	55	924.7	16.8		
total	57	1306.8			
Analysis of Variance Summary : Attitudes towards Integration (time 2)					
source	D.F.	Sum of squares	mean squares	F ratio	F Prob.
between groups	2	230.1	115	5.9	0.0047
within groups	55	1070.7	19.4		
total	57	1300.8			

Appendix 4.11 One way analysis of variance for the Attitudes Towards Integration Scale.

Attitudes Towards Integration		
	mean scores	
group	time 1	time 2
reference	34.6	35
Experienced Partners *	39.1	39
New Partners*	40.5	39.2

Appendix 4.12 : Multiple range test : Scheffe Test , Attitudes Towards Integration Scale at time one and two.

Fine grain analysis

"dont' know' responses

Integration : 'don't know"responses : mean scores at T1 and T2						
group		N	time 1	sd	time 2	sd
0	reference	29	3.3	1.8	3.3	1.6
1	experienced Partners	12	2.1	1.1	2	1.3
2	new Partners	17	3.3	2	2.2	1.4

Appendix 4.13(a) : Combined observed mean scores of frequency of moderately positive responses to Attitudes towards Integration Scale

Appendices 4.1 to 4.18

Two way ANOVA : Integration : 'don't know" responses : mean scores at T1 and T2					
source	SS	DF	MS	F	Sig of F
within + residual	196	55	3.6		
between groups	28.3	2	14.2	4	0.024
within + residual	129.3	55	2.4		
time	4.6	1	4.6	1.9	0.169
groups X time	6.6	2	3.3	1.4	0.257

Appendix 4.13(b): Combined observed mean scores of frequency of 'don't know' responses to the Attitudes Towards Integration Scale

One way ANOVA : Integration, 'don't know" responses at time 1					
source	D.F.	Sum of squares	mean squares	F ratio	F Prob.
between groups	2	14.7	7.4	2.3	0.111
within groups	55	177	3.2		
total	57	191.7			
One way ANOVA : Integration, 'don't know" responses at time 2					
source	D.F.	Sum of squares	mean squares	F ratio	F Prob.
between groups	2	20.2	10.1	3.7	0.03
within groups	55	148.3	2.7		
total	57	168.4			

Appendix 4.13(c): One way analysis of variance of frequency of 'don't know' responses to the Attitudes to Integration scale

Integration : moderately positive responses : mean scores at T1 and T2						
group		N	time 1	sd	time 2	sd
0	<i>reference</i>	29	3.9	1.4	4	1.2
1	<i>experienced Partners</i>	12	3.8	2.5	4.3	2.9
2	<i>new Partners</i>	17	3.9	3.9	3.8	3.8

Appendix 4.13(d): Attitudes to Integration scale: frequency of moderately positive responses: mean scores at T1 and T2

moderately positive responses

Appendices 4.1 to 4.18

Two way ANOVA : Integration : moderately positive responses : mean scores at T1, T2					
source	SS	DF	MS	F	Sig of F
within + residual	279.8	55	5.1		
between groups	1	2	0.5	1	0.91
within + residual	87.7	55	1.6		
time	0.7	1	0.7	0.4	0.52
groups X time	1.3	2	0.7	0.4	0.657

Appendix 4.13(e): Two way analysis of variance : frequency of moderately positive responses to the Attitudes to Integration scale

Integration : highly positive responses : mean scores at T1 and T2						
group		N	time 1	sd	time 2	sd
0	<i>reference</i>	29	1.1	2.9	1.1	2.1
1	<i>experienced Partners</i>	12	3.6	1.7	2.8	1.8
2	<i>new Partners</i>	17	3	3	3	2.7

Appendix 4.13(f): Combined observed mean scores of frequency of moderately positive responses to the Attitudes Towards Integration Scale

Two way ANOVA : 'Integration : highly positive responses : mean scores at T1 and T2					
source	SS	DF	MS	F	Sig of F
within + residual	508.4	55	9.2		
between groups	110.7	2	55.3	6	0.004
within + residual	71.1	55	1.2		
time	1.6	1	1.6	1.2	0.272
groups X time	2.7	2	1.3	1	0.362

Appendix 4.13(g): Two way analysis of variance : highly positive responses to the Attitudes to Integration scale

Appendices 4.1 to 4.18

One way ANOVA : Integration, highly positive responses at time 1					
source	D.F.	Sum of squares	mean squares	F ratio	F Prob.
between groups	2	66.5	33.2	5.8	0.0051
within groups	55	314.3	5.7		
total	57	380.9			
One way ANOVA : Integration, highly positive responses at time 2					
source	D.F.	Sum of squares	mean squares	F ratio	F Prob.
between groups	2	46.8	23.4	4.9	0.011
within groups	55	265.1	4.8		
total	57	312			

Appendix 4.13(h): One way analysis of variance of frequency of highly positive responses to the Attitudes to Integration scale

Attitudes Towards Integration : highly positive respo		
	mean scores	
group	time 1	time 2
reference	1.1	1.1
Exp Partners	* 3	2.8
New Partners	* 3.5	3

Appendix 4.13(i): Multiple range test : Scheffe Test , Attitudes Towards Integration Scale at time one and two.

PROCESS FACTORS The Relationship Scale

		setting			
	frequency	lessons (N = 14)	tuition (N = 7)	sport (N = 5)	lunch (N = 3)
dimension	independence (3 item	20/42 = 47.6%	7/21 = 33.3 %	13/15 = 86.6 %	9/9 = 100%
	balance (4 items)	33/56 = 58.9%	18/28 = 64.3%	16/20 = 80%	11/12 = 91.6%
	on task (3 items)	36/42 = 85.7%	20/21 = 95.2%	14/15 = 93.3%	n/a

Appendix 4.14 : The Relationship Scale : evidence of features in each setting (% of possible items)

Appendices 4.1 to 4.18

	lessons with staff	individual tuition	sport	lunch
N	14	7	5	3
% consider themselves as teaching	5/14 = 36	6/7 = 85	1/5 = 20	0/3 = 0
% spend equal or more time with SLD students (rather than with staff)	9/14 = 64	7/7 = 100	5/5 = 100	3/3 = 100
% say students are sometimes in charge	5/14 = 36	4/7 = 57	5/5 = 100	3/3 = 100
% meet SLD students outside regular session	10/14 = 71	3/7 = 43	2/5 = 40	3/3 = 100
% consider they have made a friendship	12/14 = 86	2/7 = 28	3/5 = 60	3/3 = 100

Appendix 4.15 : The Relationship Scale. Breakdown of peer interactions: % of respondents in each setting

The Cooperation Scale

COOPERATION SCALE : RESPONSES organised by setting	lesson (N =13)	tuition (N = 6)	leisure (N= 8)
goal that applies to everyone	10/13 (76.9%)	0/6 (0%)	8/8 (100%)
working for the same result	9/13 (69.2%)	0/6 (0%)	6/8 (75%)
take part of the task each	13/13 (100%)	1/6 (16.6%)	4/8 (50 %)
don't do the task separately	13/13 (100%)	0/6 (0%)	4/8 (50 %)
task would not get done if both are not there	0/13 (0%)	6/6 (100%)	7/8 (87.5%)
both must work together for task to be completed	11/13 (84.6%)	6/6 (100%)	5/8 (62.5%)

Appendix 4.16 : Cooperation Scale : responses to each item expressed as a percentage of respondents

Appendix 4.18 Qualitative outcomes of the 1993/1994 study

Open Ended Items

While the majority of research questionnaires used in the quasi - experimental study involved fixed-response items, one instrument was used in the experimental period that provided the opportunity for free expression. At the end of the experimental period, in spring 1994, respondents received the Attitudes Towards Integration and the Views about Disability scales for the second time. Attached to them was a short scale of three items, seeking information about attendance, support, and about attitude change.

The purpose of the inclusion of this small data set in the current study was not to draw far-reaching conclusions from its analysis : this was a preliminary investigation to inform the larger qualitative study which was to follow. The findings were treated as a contact summary (Miles and Huberman 1994) to identify the main concepts, themes and issues that emerged. These are summarised in table 4.18a below.

Of particular interest were :

- * Mainstream students' description of peers with severe learning difficulties (their conceptualisation of disability);
- * Mainstream students' description of what surprised them about students with severe learning difficulties ,having interacted with individuals (ie challenge to stereotyped views);
- * Mainstream students' description of ways in which their attitudes towards people with severe learning difficulties changed following interaction with individuals;
- * Mainstream students' description of ways in which their attitudes towards integration changed following interaction with individuals;

Items of the review

The items of the questionnaire that are relevant to this study are presented

Appendices 4.1 to 4.18
below.

- * Were the students you met as you expected ? Please describe anything about them that surprised you.
- * Do you think you are more likely to welcome integration for people with learning difficulties in your own life ? (ie in education, your future work place, social networks, living in your street). Please comment.
- * Please comment on any ways in which your attitude to disability might have changed as a result of this experience.

Administration and analysis of the data

The questionnaire was administered in March 1994, with the second Attitudes to Integration and Views about Disability scales, to all volunteers involved in the scheme during that academic year (1993-1994). (N = 29). Response rate was 100%.

The responses to these items were sorted with the aim of mapping a preliminary 'snapshot' of students' experience. Data was reduced by listing each new concept mentioned in each of the following areas :

- * Preconceptions recalled
- * Concept of people with SLD (PSLD) after experience
- * Attitudes to integration after experience
- * Attitudes to disability after experience

The purpose of the analysis was :

- * To aid the clarification of the research questions for the qualitative study ;
- * To aid the design of the qualitative interview schedules, ie to identify any new concepts for inclusion;
- * To gain an impression of whether the students' own responses were consistent with the findings of the quantitative data,
- * To assist the preliminary generation of codes for analysis of the next stage of the data.

Appendices 4.1 to 4.18

Preconceptions recalled	Concept of people with SLD (PSLD) after experience	Attitudes to integration after experience	Attitudes to disability after experience
<i>Recollections of feelings before meeting PSD</i>	<i>People with SLD are</i>		
wary	varied	now I take each individual as they come	over compensate for disability
fearful	a supportive group to be part of	more welcoming of PSD	they are people first
anxious	motivated	respond to differences in people	aware of previous prejudice
<i>Recollections of attitudes towards PSD before meeting</i>	friendly	can see what gets in the way of integration	they don't need looking after
expected them to be young	forthcoming	Can see what PSD could do, given the chance	not anxious
expected them to be like children	limited in what they can do	know what to do now	don't confuse PSD with physical impairment
expected that they would need looking after	older	would do it again in another place	see people as individuals
	some PSD are musical	think that both benefit	can see they are adults
	emotionally unstable	think options are limited for PSD	don't confuse LD with mental health problems
	individuals	more open to speaking to PSD	PSLD are OK as they are
	open and honest	aware of preconceptions	PSLD lack opportunities
	independent	more tolerant of differences	PSLD can do it for themselves
	easy to communicate with	think integration stops PSD becoming alienated	Feel comfortable with PSD
	have a sense of humour	think PSD more open to prejudice if integrated	PSLD are sexually mature
	polite	Think PSD more accepted if integrated	
	affectionate	think PSD have the right to be integrated	
	over friendly		
	difficult to communicate with		

Appendix 4.18(a) Responses to open questionnaire items. Mainstream volunteers, March 1994 (N =29)

Appendices 4.1 to 4.18

The comments made by respondents are consistent with the outcomes of the attitude scales, in the following respects :

- * Before contact, people with learning difficulties were perceived as childlike and dependent, provoking anxiety among potential volunteers. After contact , PSLD were more likely to be seen as adults with a right to integrated provision.
- * people with learning difficulties were perceived as differentiated and individual, with both positive and negative attributes.
- * mainstream students were able to think about integration in real terms, reflecting on their own preconceptions and on requirements for effective integration. Increased tolerance of differences was reported.

PARTNERS SCHEME RESEARCH PROJECT 1994/5

Dear parents and keyworkers,

I hope you have heard about our Partners scheme at Richmond Upon Thames College, that integrates students with learning difficulties with others to take up interests across college. I am trying to evaluate the scheme, to see what it is achieving, and I am writing to ask you for your help.

I am interested in finding out whether our students have been integrated in the past, at school and at home, so that I can compare their experience. In the form below, I ask whether he/she has been in mainstream provision. By this, I mean places that are not just for people with learning difficulties. They may include 'ordinary' schools, local colleges, sports centres etc. I would be very grateful if you would fill in the questions below, and send the form back to me. If you do not know the answers to any of the questions, please just leave them blank.

I am very interested in hearing about what 'our' students say about mixing with other students. I'd like to know if they are making friendships, learning new things and seeing each other in a new light. I am collecting information this year, and would always be grateful if you would let me know of any comments, good points or worries that students raise about the scheme. We need to collect their opinions as they arise !

Please return the questionnaire to me, in room D19.

Thank you for your help.

Helen Hayhoe

APPENDIX 5.1 PARTNERS SCHEME RESEARCH PROJECT 1994/5
Questionnaire for parents and keyworkers

1. Name of student
2. Previous school/college/centre

INTEGRATION AT SCHOOL/COLLEGE OR CENTRE

3. Did he/she spent any time in a mainstream school / college or centre before coming to college? Please give details
4. Do you think that he/she had the opportunity to mix with people of a similar age without learning difficulties there, eg at lunch, at breaks etc ? Please give details.
5. As far as you know, was he/she in the same class or club at any time of the week with students who did not have learning difficulties ? Please give details.
6. Did he/she mention making any friends there who did not have learning difficulties ? Please give details.

INTEGRATION AT HOME

7. Does he/she have brothers and sisters, or live with people of a similar age without learning difficulties? Please give details.
8. Do you find that they choose to spend time together ? Please give details of the kind of activities they might do together.
9. Does he/she mix with the friends of the brothers/ sisters ?
10. Does he/she have other friends without learning difficulties ? Please give

Appendices 5.1 to 5.4 (Chapter Five)
details.

11. Are there any activities he or she does from home that give the opportunity to mix with friends without learning difficulties ? Please give details.

FOR RETURNING STUDENTS (NOT NEW STUDENTS)

12. Has he/she mentioned the Partners scheme ? Please give details.
13. Has he/she mentioned students he/she knows who do not have learning difficulties ? Please give details.
14. Has he/she mentioned taking part in any extra activities with mainstream students ?
15. Do you think that he/she has made any friends through the scheme ?

YOUR OPINIONS

16. Do you think he/she has enough opportunity to mix with students who do not have learning difficulties ?
17. Would you like him/her to be in integrated classes ?
18. Do you have any worries about him/her mixing with other students ?
19. In what ways do you think it would benefit him/her to mix with students without learning difficulties ?

**GENERAL ENQUIRY
ENQUIRY**

SPECIFIC

Brief introduction. Make appointment
Give literature, including enrolment form, leaflet and
guidelines to read and complete before interview

REFER TO VACANCIES BOARD

INTERVIEW
Research permission

PROCEDURES

DISCUSSION POINTS

in relation to responses on the application form

Read application form

previous experience

Discuss options

motivation

check availability

expectations

make arrangements

attitudes

information form for Partner

support needs

organise introductions

literature given/read

arrange support meeting

inform about general meeting dates

APPENDIX 5.2b **SUPPORT INTERVIEW(S1,S2)**

WHAT HAVE YOU BEEN DOING ?

conception
activity

HOW HAS IT BEEN GOING ?

expectations
confirmed
countered

HOW HAVE YOU BEEN GETTING ON WITH THE STUDENTS ?

conception
student characteristics
relationship
on task
balance
social factors
educational factors

HAS IT BEEN OK FOR YOU ?

enjoyability
logistics
personal issues
characteristics

HAS PARTNERS CHANGED THE WAY YOU FEEL ABOUT PEOPLE
WITH LEARNING DIFFICULTIES IN ANY WAY ?

views about disability before joining
new attitudes or perceptions
views about integration

HOW ABOUT THE WAY YOU BEHAVE ?

ways of making it work
informal social outcomes

HAVE YOU SPOKEN TO YOUR FRIENDS ABOUT PARTNERS ?

their reactions
positive
negative
possibilities of friends wanting to join

CAN WE CHANGE THINGS FOR THE BETTER ?

support needs
factual information
disability
medical
course
discussion of issues
training
signing
teaching
management

WHAT HAS BEEN HAPPENING ?

events
activity
interactions
logistics
personal issues
support

SUGGESTIONS FOR CHANGE

ideas for solving the problem
volunteer's
interviewer's

MOVING ON

action
support negotiated
planned changes
next review

REASONS FOR LEAVING

future plans
problems

ACHIEVEMENTS

what was done
benefits to students
SLD
mainstream

SUMMARY OF EXPERIENCE

positives
negatives
changes in
attitudes integration
adult status
rights
behaviour
making it work
informal or developed
social contacts

FUTURE EXPECTATIONS

similar interactions
Partners next time
volunteer elsewhere
'life' interactions
career implications

OUTCOMES OF THE SCHEME		O
PERCEPTIONS OF SUCCESS		
O +	Benefits and successes attributed to the scheme	O +
PERCEPTIONS OF FAILURE		
O -	Problems attributed to the scheme	O -
SURPRISES		
O S	Surprises : examples of ways in which students or activities were not as expected	OS
ATTITUDES TO PEOPLE WITH SLD after interaction		
O A	References to attitudes towards people with learning difficulties as a result of interactions of the scheme.	OA2
ATTITUDES TOWARDS INTEGRATION as a result of interaction		
O Int	References to attitudes towards integration	O Int 2
BEHAVIOURAL OUTCOMES		
O B	Comments about what students actually do as a result of interaction	OB2
	Comments about expectations for future interaction	OB3

CODES for descriptive analysis of Partners qualitative research data 1994/4

This is a start list of descriptive codes, generated for double coding purposes. Inferential coding will take place at a later stage.

+ = successes
- = problems
1 = start
2 = during interaction
3 = future
A = attitude
Act = activity
B = behaviour
Ch = characteristics
E = expectations
Enj = enjoyment
Fr = Friends
I = interaction
Int = integration
L = logistics
M = motivation
P = process
Per = personal issues
PLD = people with learning difficulties
Pr = previous experience
R = relationship
S = surprises
Sk = skills
St = staff
Sup = support

LABEL	Description	Code	Subcode
MOTIVATION M			
M	<u>Reasons</u> for joining the scheme, and reasons for being in the scheme.		
CONCEPTION OF THE INTERACTION I			
START			
I 1	<u>Previous experience</u> of contact with people with SEN		I 1P
	<u>Expectations</u> about what the contact would be		I 1E
PROCESS IP			
IP 1	Description of the <u>activity</u>		IPAct
	Description of the <u>relationship</u>		IPR
CONCEPTION OF 'OTHER STUDENTS' A			
START			
A 1	Attitudes to the other group prior to beginning the scheme : expectations about what they would be like.		A 1 PLD
PROCESS			
A 2	Descriptions of characteristics of the 'other' students as perceived through the interactions of the scheme.		A2 Ch

A 2	Comments made by friends	A2 Fr
FACTORS AFFECTING EFFECTIVENESS F		
FS	Comments on preparedness at the start of the scheme	FS
SUPPORT		
FSup	Comments on support wanted Comments on support received	FSupD FSupR
LOGISTICS		
FL	Comments about logistics (time/place etc)	FL
PERSONAL CHARACTERISTICS		
FCh	Comments about personality factors : own or other person's	FCh
	Comments about skill levels : own or other person's	FCh Sk
PERSONAL ISSUES		
FPer	Personal issues mentioned as relevant, such as outside commitments ; own course or own disability	F Per
ENJOYABILITY		
FE n]	Comments about whether the scheme is enjoyable	FE n]
STAFF INPUT		
FS t	Comments about staff input to the scheme	FS t

Appendices 5.1 to 5.4 (Chapter Five)

APPENDIX 5.3b

Q.S.R. NUD.IST Power version, revision 3.0.5.

Licensee: Helen Hayhoe.

PROJECT: quali project, User Helen Hayhoe, 11:46 am, Sept 18, 1997.

- (1) /motive
- (1 1) /motive/ext
- (1 2) /motive/intro
- (1 3) /motive/ident
- (1 4) /motive/integ
- (1 5) /motive/end
- (1 6) /motive/start
- (2) /concept
- (2 1) /concept/expectation
- (2 2) /concept/surprises
- (2 3) /concept/interaction
- (2 4) /concept/attitudes
- (2 5) /concept/benefits
- (2 6) /concept/problems
- (2 7) /concept/college
- (2 8) /concept/innovation
- (3) /factors
- (3 1) /factors/support
- (3 2) /factors/logistics
- (3 3) /factors/characteristics
- (3 4) /factors/enjoyment
- (3 5) /factors/institutional
- (4) /behaviour
- (4 1) /behaviour/during
- (4 2) /behaviour/future
- (4 3) /behaviour/since
- (4 4) /behaviour/influence
- (4 5) /behaviour/before
- (5) /data
- (5 1) /data/name
- (5 2) /data/age
- (5 3) /data/course
- (5 4) /data/career
- (5 5) /data/gender
- (5 6) /data/attendance
- (5 7) /data/experience
- (5 8) /data/subjects
- (5 9) /data/year
- (5 10) /data/setting
- (5 11) /data/schedule

PROJECT: quali project, User Helen Hayhoe, 11:45 am, Sept 18, 1997.

- (1) /motive
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- (1 2) /motive/intro
- (1 3) /motive/ident
- (1 4) /motive/integ
- (1 5) /motive/end
- (1 6) /motive/start
- (2) /concept
- (2 1) /concept/expectation
- (2 2) /concept/surprises

Appendices 5.1 to 5.4 (Chapter Five)

(2 3)	/concept/interaction
(2 3 1)	/concept/interaction/experience
(2 3 2)	/concept/interaction/activity
(2 3 2 1)	/concept/interaction/activity/lessons
(2 3 2 2)	/concept/interaction/activity/leisure
(2 3 2 3)	/concept/interaction/activity/tuition
(2 3 3)	/concept/interaction/relationship
(2 3 3 1)	/concept/interaction/relationship/compare settings
(2 3 3 2)	/concept/interaction/relationship/independence
(2 3 3 3)	/concept/interaction/relationship/on task
(2 3 3 4)	/concept/interaction/relationship/lessons
(2 3 3 5)	/concept/interaction/relationship/leisure
(2 3 3 6)	/concept/interaction/relationship/tuition
(2 3 3 7)	/concept/interaction/relationship/hope for friendship
(2 3 3 8)	/concept/interaction/relationship/just like friends
(2 3 3 9)	/concept/interaction/relationship/just to help
(2 3 3 10)	/concept/interaction/relationship/tell her to concentrate
(2 3 3 11)	/concept/interaction/relationship/ignores me
(2 3 3 12)	/concept/interaction/relationship/get on well
(2 3 3 13)	/concept/interaction/relationship/join in
(2 3 3 14)	/concept/interaction/relationship/keep an eye on them
(2 3 3 15)	/concept/interaction/relationship/more social than teaching
(2 3 3 16)	/concept/interaction/relationship/not my place to be teaching
(2 3 3 17)	/concept/interaction/relationship/not much chance to chat
(2 3 3 18)	/concept/interaction/relationship/not so fine
(2 3 3 19)	/concept/interaction/relationship/help or advise
(2 3 3 20)	/concept/interaction/relationship/supporter and friend
(2 3 3 21)	/concept/interaction/relationship/just need hints
(2 3 3 22)	/concept/interaction/relationship/help and join in
(2 3 3 23)	/concept/interaction/relationship/depends on person
(2 3 3 24)	/concept/interaction/relationship/tell to be sensible
(2 3 3 25)	/concept/interaction/relationship/selective friendships
(2 3 3 26)	/concept/interaction/relationship/chatting from nerves
(2 3 3 27)	/concept/interaction/relationship/get in the way
(2 3 3 28)	/concept/interaction/relationship/get a move on
(2 3 3 29)	/concept/interaction/relationship/should have stood up for him
(2 3 3 30)	/concept/interaction/relationship/like someone else's baby
(2 3 3 31)	/concept/interaction/relationship/natural and easy relationship
(2 3 3 32)	/concept/interaction/relationship/will he forget me?
(2 3 3 33)	/concept/interaction/relationship/have a laugh
(2 3 3 34)	/concept/interaction/relationship/join in & demonstrate
(2 3 3 35)	/concept/interaction/relationship/verbal abuse
(2 3 3 36)	/concept/interaction/relationship/chat whil working
(2 3 3 37)	/concept/interaction/relationship/help and show
(2 3 3 38)	/concept/interaction/relationship/they try first, then help
(2 3 3 39)	/concept/interaction/relationship/support their ideas
(2 3 3 40)	/concept/interaction/relationship/observe and think what to do
(2 3 3 41)	/concept/interaction/relationship/hug,kiss
(2 3 3 42)	/concept/interaction/relationship/snooker relaxed
(2 3 3 43)	/concept/interaction/relationship/art,serious work
(2 3 3 44)	/concept/interaction/relationship/lesson better for friendship
(2 3 3 45)	/concept/interaction/relationship/SLd initiate conversation
(2 3 3 46)	/concept/interaction/relationship/they don't need enough help
(2 3 3 47)	/concept/interaction/relationship/couldnt force him
(2 3 3 48)	/concept/interaction/relationship/do task together
(2 3 3 49)	/concept/interaction/relationship/read for her
(2 3 3 50)	/concept/interaction/relationship/embarrassing comments by students
(2 3 3 51)	/concept/interaction/relationship/rather chat than teach

Appendices 5.1 to 5.4 (Chapter Five)

(2 3 3 52)	/concept/interaction/relationship/use body language
(2 3 3 53)	/concept/interaction/relationship/helper and teacher
(2 3 3 54)	/concept/interaction/relationship/shared interests
(2 3 3 55)	/concept/interaction/relationship/their motivation motivates me
(2 3 3 57)	/concept/interaction/relationship/they choose,organise work
(2 3 3 58)	/concept/interaction/relationship/help small group
(2 3 3 59)	/concept/interaction/relationship/reassure work is OK
(2 3 3 60)	/concept/interaction/relationship/give a hand
(2 3 3 61)	/concept/interaction/relationship/start them off
(2 3 3 62)	/concept/interaction/relationship/mis of roles
(2 3 3 63)	/concept/interaction/relationship/someone who knows what's going on
(2 3 3 64)	/concept/interaction/relationship/see charaters clearly in workshop
(2 3 3 65)	/concept/interaction/relationship/same level
(2 3 3 66)	/concept/interaction/relationship/interested in subject
(2 3 3 67)	/concept/interaction/relationship/more responsible in workshop
(2 3 3 68)	/concept/interaction/relationship/friendship better than minder
(2 3 3 69)	/concept/interaction/relationship/don't know what to say
(2 3 3 70)	/concept/interaction/relationship/stand around watching
(2 3 3 71)	/concept/interaction/relationship/teaching role awkward
(2 3 3 72)	/concept/interaction/relationship/time and help
(2 3 3 73)	/concept/interaction/relationship/learn and teach
(2 3 3 74)	/concept/interaction/relationship/teaching and caring
(2 3 3 75)	/concept/interaction/relationship/supporting progressive independence
(2 3 3 76)	/concept/interaction/relationship/support learning
(2 3 3 77)	/concept/interaction/relationship/teaching role
(2 3 3 78)	/concept/interaction/relationship/friendship helps teach
(2 4)	/concept/attitudes
(2 4 1)	/concept/attitudes/disability
(2 4 1 1)	/concept/attitudes/disability/before
(2 4 1 1 1)	/concept/attitudes/disability/before/feelings
(2 4 1 1 1 1)	/concept/attitudes/disability/before/feelings/worries
(2 4 1 1 1 1 1)	/concept/attitudes/disability/before/feelings/worries/nervous
(2 4 1 1 1 1 2)	/concept/attitudes/disability/before/feelings/worries/can I do it
(2 4 1 1 1 1 3)	/concept/attitudes/disability/before/feelings/worries/embarassed
(2 4 1 1 1 1 4)	/concept/attitudes/disability/before/feelings/worries/might go wrong
(2 4 1 1 1 1 5)	/concept/attitudes/disability/before/feelings/worries/uncomfortable
(2 4 1 1 1 1 6)	/concept/attitudes/disability/before/feelings/worries/don't know what to do
(2 4 1 1 1 1 7)	/concept/attitudes/disability/before/feelings/worries/shy
(2 4 1 1 1 2)	/concept/attitudes/disability/before/feelings/NEUTRAL
(2 4 1 1 1 3)	/concept/attitudes/disability/before/feelings/dodgy attitudes
(2 4 1 1 1 4)	/concept/attitudes/disability/before/feelings/idealistic
(2 4 1 1 2)	/concept/attitudes/disability/before/qualities needed
(2 4 1 1 2 28)	/concept/attitudes/disability/before/qualities needed/need patience
(2 4 1 1 2 29)	/concept/attitudes/disability/before/qualities needed/open mind
(2 4 1 1 20)	/concept/attitudes/disability/before/attributes
(2 4 1 1 20 3)	/concept/attitudes/disability/before/attributes/patient
(2 4 1 1 20 4)	/concept/attitudes/disability/before/attributes/same as us
(2 4 1 1 20 5)	/concept/attitudes/disability/before/attributes/slower
(2 4 1 1 20 6)	/concept/attitudes/disability/before/attributes/enthusiastic
(2 4 1 1 20 8)	/concept/attitudes/disability/before/attributes/disturbing
(2 4 1 1 20 9)	/concept/attitudes/disability/before/attributes/marginalised
(2 4 1 1 20 10)	/concept/attitudes/disability/before/attributes/allthesame
(2 4 1 1 20 11)	/concept/attitudes/disability/before/attributes/hard to communicate
(2 4 1 1 20 12)	/concept/attitudes/disability/before/attributes/caring
(2 4 1 1 20 13)	/concept/attitudes/disability/before/attributes/unknowing
(2 4 1 1 20 14)	/concept/attitudes/disability/before/attributes/understanding
(2 4 1 1 20 15)	/concept/attitudes/disability/before/attributes/wonderful
(2 4 1 1 20 16)	/concept/attitudes/disability/before/attributes/givepleasure

Appendices 5.1 to 5.4 (Chapter Five)

(2 4 1 1 20 17)	/concept/attitudes/disability/before/attributes/individual,varied
(2 4 1 1 20 18)	/concept/attitudes/disability/before/attributes/needhelp
(2 4 1 1 20 19)	/concept/attitudes/disability/before/attributes/friendly
(2 4 1 1 20 20)	/concept/attitudes/disability/before/attributes/not independent
(2 4 1 1 20 21)	/concept/attitudes/disability/before/attributes/health,physical problems
(2 4 1 1 20 22)	/concept/attitudes/disability/before/attributes/different from me
(2 4 1 1 20 23)	/concept/attitudes/disability/before/attributes/ordinary
(2 4 1 1 20 24)	/concept/attitudes/disability/before/attributes/excited
(2 4 1 1 20 25)	/concept/attitudes/disability/before/attributes/nice
(2 4 1 1 20 26)	/concept/attitudes/disability/before/attributes/kind
(2 4 1 1 20 27)	/concept/attitudes/disability/before/attributes/difficult to be with
(2 4 1 1 20 28)	/concept/attitudes/disability/before/attributes/fun
(2 4 1 1 20 29)	/concept/attitudes/disability/before/attributes/nervous
(2 4 1 1 20 30)	/concept/attitudes/disability/before/attributes/uncooperative
(2 4 1 1 20 32)	/concept/attitudes/disability/before/attributes/not capable
(2 4 1 1 20 33)	/concept/attitudes/disability/before/attributes/like vegetables
(2 4 1 1 20 34)	/concept/attitudes/disability/before/attributes/naive
(2 4 1 1 20 35)	/concept/attitudes/disability/before/attributes/temperamental
(2 4 1 1 20 36)	/concept/attitudes/disability/before/attributes/determined
(2 4 1 1 20 37)	/concept/attitudes/disability/before/attributes/childlike
(2 4 1 2)	/concept/attitudes/disability/after
(2 4 1 2 1)	/concept/attitudes/disability/after/leisure
(2 4 1 2 2)	/concept/attitudes/disability/after/lessons
(2 4 1 2 2 3)	/concept/attitudes/disability/after/lessons/equal
(2 4 1 2 2 5)	/concept/attitudes/disability/after/lessons/no change
(2 4 1 2 2 6)	/concept/attitudes/disability/after/lessons/more capable
(2 4 1 2 2 9)	/concept/attitudes/disability/after/lessons/adult
(2 4 1 2 2 11)	/concept/attitudes/disability/after/lessons/sense of humour
(2 4 1 2 2 12)	/concept/attitudes/disability/after/lessons/like anyone else
(2 4 1 2 2 14)	/concept/attitudes/disability/after/lessons/like a friend
(2 4 1 2 2 16)	/concept/attitudes/disability/after/lessons/demystification
(2 4 1 2 2 17)	/concept/attitudes/disability/after/lessons/know how to act and feel
(2 4 1 2 2 18)	/concept/attitudes/disability/after/lessons/not worried
(2 4 1 2 2 19)	/concept/attitudes/disability/after/lessons/look closer at individual
(2 4 1 2 2 20)	/concept/attitudes/disability/after/lessons/normal underneath
(2 4 1 2 2 21)	/concept/attitudes/disability/after/lessons/have skills
(2 4 1 2 2 24)	/concept/attitudes/disability/after/lessons/forgot disability
(2 4 1 2 2 25)	/concept/attitudes/disability/after/lessons/felt like a result
(2 4 1 2 2 26)	/concept/attitudes/disability/after/lessons/PSLD dont hide emotions
(2 4 1 2 2 27)	/concept/attitudes/disability/after/lessons/PSLD not unhappy
(2 4 1 2 2 28)	/concept/attitudes/disability/after/lessons/less prejudiced
(2 4 1 2 2 29)	/concept/attitudes/disability/after/lessons/OK about interacting
(2 4 1 2 2 30)	/concept/attitudes/disability/after/lessons/empathy
(2 4 1 2 2 31)	/concept/attitudes/disability/after/lessons/understand issues
(2 4 1 2 2 32)	/concept/attitudes/disability/after/lessons/not neutral
(2 4 1 2 2 33)	/concept/attitudes/disability/after/lessons/more relaxed
(2 4 1 2 2 34)	/concept/attitudes/disability/after/lessons/can like or dislike
(2 4 1 2 2 35)	/concept/attitudes/disability/after/lessons/feel lucky
(2 4 1 2 2 36)	/concept/attitudes/disability/after/lessons/less patronising
(2 4 1 2 2 37)	/concept/attitudes/disability/after/lessons/affectionate
(2 4 1 2 2 38)	/concept/attitudes/disability/after/lessons/unskilled
(2 4 1 2 2 39)	/concept/attitudes/disability/after/lessons/dont feel sorry
(2 4 1 2 2 40)	/concept/attitudes/disability/after/lessons/deserve respect
(2 4 1 2 2 41)	/concept/attitudes/disability/after/lessons/loving
(2 4 1 2 2 42)	/concept/attitudes/disability/after/lessons/can communicate
(2 4 1 2 2 43)	/concept/attitudes/disability/after/lessons/less idealistic
(2 4 1 2 2 44)	/concept/attitudes/disability/after/lessons/wide range ability
(2 4 1 2 2 45)	/concept/attitudes/disability/after/lessons/more positive

Appendices 5.1 to 5.4 (Chapter Five)

(2 4 1 2 2 46)	/concept/attitudes/disability/after/lessons/more spontaneous
(2 4 1 2 2 47)	/concept/attitudes/disability/after/lessons/more patient
(2 4 1 2 2 48)	/concept/attitudes/disability/after/lessons/more accepting
(2 4 1 2 2 49)	/concept/attitudes/disability/after/lessons/cant generalise
(2 4 1 2 2 50)	/concept/attitudes/disability/after/lessons/unequal, intellectually
(2 4 1 2 2 51)	/concept/attitudes/disability/after/lessons/interesting
(2 4 1 2 2 52)	/concept/attitudes/disability/after/lessons/learnt from them
(2 4 1 2 2 53)	/concept/attitudes/disability/after/lessons/can do with help
(2 4 1 2 2 54)	/concept/attitudes/disability/after/lessons/new point of view
(2 4 1 2 2 55)	/concept/attitudes/disability/after/lessons/hard to learn
(2 4 1 2 2 56)	/concept/attitudes/disability/after/lessons/own personality
(2 4 1 2 2 57)	/concept/attitudes/disability/after/lessons/genuine
(2 4 1 2 2 58)	/concept/attitudes/disability/after/lessons/creative
(2 4 1 2 2 59)	/concept/attitudes/disability/after/lessons/mischievous
(2 4 1 2 2 60)	/concept/attitudes/disability/after/lessons/no tension, jealousy
(2 4 1 2 2 61)	/concept/attitudes/disability/after/lessons/warm
(2 4 1 2 2 62)	/concept/attitudes/disability/after/lessons/chatty
(2 4 1 2 2 63)	/concept/attitudes/disability/after/lessons/energetic
(2 4 1 2 2 64)	/concept/attitudes/disability/after/lessons/sensible
(2 4 1 2 2 65)	/concept/attitudes/disability/after/lessons/considerate
(2 4 1 2 2 66)	/concept/attitudes/disability/after/lessons/positive
(2 4 1 2 2 67)	/concept/attitudes/disability/after/lessons/not likeable
(2 4 1 2 2 68)	/concept/attitudes/disability/after/lessons/shy
(2 4 1 2 2 69)	/concept/attitudes/disability/after/lessons/interested
(2 4 1 2 2 70)	/concept/attitudes/disability/after/lessons/time
(2 4 1 2 2 71)	/concept/attitudes/disability/after/lessons/receptive to help
(2 4 1 2 2 72)	/concept/attitudes/disability/after/lessons/contrast social intellectual
(2 4 1 2 2 73)	/concept/attitudes/disability/after/lessons/doesn't stick at it
(2 4 1 2 2 74)	/concept/attitudes/disability/after/lessons/talent in art
(2 4 1 2 2 75)	/concept/attitudes/disability/after/lessons/do things their own way
(2 4 1 2 2 76)	/concept/attitudes/disability/after/lessons/ignores me
(2 4 1 2 2 77)	/concept/attitudes/disability/after/lessons/they don't understand
(2 4 1 2 2 78)	/concept/attitudes/disability/after/lessons/can't read
(2 4 1 2 2 79)	/concept/attitudes/disability/after/lessons/work at different paces
(2 4 1 2 2 80)	/concept/attitudes/disability/after/lessons/suddenly clicks
(2 4 1 2 2 81)	/concept/attitudes/disability/after/lessons/multi aspect personality
(2 4 1 2 2 82)	/concept/attitudes/disability/after/lessons/determined
(2 4 1 2 2 83)	/concept/attitudes/disability/after/lessons/seall improved
(2 4 1 2 2 84)	/concept/attitudes/disability/after/lessons/hard to communicate
(2 4 1 2 2 85)	/concept/attitudes/disability/after/lessons/not just Downs
(2 4 1 2 2 86)	/concept/attitudes/disability/after/lessons/dont need to know disability
(2 4 1 2 3)	/concept/attitudes/disability/after/tuition
(2 4 2)	/concept/attitudes/integration
(2 4 2 1)	/concept/attitudes/integration/before
(2 4 2 1 1)	/concept/attitudes/integration/before/media influence, stereotype
(2 4 2 2)	/concept/attitudes/integration/after
(2 4 2 2 1)	/concept/attitudes/integration/after/anti discrimination
(2 4 2 2 2)	/concept/attitudes/integration/after/contact helps get to know
(2 4 2 2 3)	/concept/attitudes/integration/after/principles become subjective
(2 4 2 2 4)	/concept/attitudes/integration/after/understanding helps integration
(2 4 2 2 5)	/concept/attitudes/integration/after/notice prejudice, stereotyping
(2 4 2 2 6)	/concept/attitudes/integration/after/everyone should do it
(2 4 2 2 7)	/concept/attitudes/integration/after/mainstream integration hard
(2 4 2 2 8)	/concept/attitudes/integration/after/some can't integrate
(2 4 2 2 9)	/concept/attitudes/integration/after/can see it works
(2 4 2 2 10)	/concept/attitudes/integration/after/more colleges will do it
(2 4 2 2 11)	/concept/attitudes/integration/after/activity gives something to talk about
(2 4 2 2 12)	/concept/attitudes/integration/after/not easy

Appendices 5.1 to 5.4 (Chapter Five)

(2 4 2 2 13)	/concept/attitudes/integration/after/attitudes influence success
(2 4 2 2 14)	/concept/attitudes/integration/after/proved it works
(2 4 2 2 15)	/concept/attitudes/integration/after/learn to interrelate
(2 4 2 2 16)	/concept/attitudes/integration/after/mainstream need more help
(2 4 2 2 17)	/concept/attitudes/integration/after/appreciate contribution
(2 4 2 3)	/concept/attitudes/integration/lessons
(2 4 2 4)	/concept/attitudes/integration/leisure
(2 4 2 5)	/concept/attitudes/integration/tuition
(2 4 3)	/concept/attitudes/friends'
(2 4 4)	/concept/attitudes/mainstream
(2 4 7)	/concept/attitudes/ff volunteer
(2 5)	/concept/benefits
(2 5 1)	/concept/benefits/lessons
(2 5 2)	/concept/benefits/leisure
(2 5 3)	/concept/benefits/tuition
(2 5 4)	/concept/benefits/better communicator
(2 5 5)	/concept/benefits/made friends
(2 5 6)	/concept/benefits/broader outlook
(2 5 7)	/concept/benefits/feeling of equality
(2 5 8)	/concept/benefits/enjoyed it
(2 5 9)	/concept/benefits/relaxing break
(2 5 10)	/concept/benefits/helpful atmosphere
(2 5 11)	/concept/benefits/greater understanding
(2 5 12)	/concept/benefits/integration
(2 5 13)	/concept/benefits/career interest
(2 5 14)	/concept/benefits/personal development
(2 5 15)	/concept/benefits/correct attitude
(2 5 16)	/concept/benefits/better person
(2 5 17)	/concept/benefits/achievement
(2 5 18)	/concept/benefits/good experience
(2 5 19)	/concept/benefits/different
(2 5 20)	/concept/benefits/not heavy
(2 5 21)	/concept/benefits/patient
(2 5 22)	/concept/benefits/value others
(2 5 23)	/concept/benefits/proud of self
(2 5 24)	/concept/benefits/feel good
(2 5 25)	/concept/benefits/rewardng contact
(2 5 26)	/concept/benefits/good use of time
(2 5 27)	/concept/benefits/excape time
(2 5 28)	/concept/benefits/appreciate own luck
(2 5 29)	/concept/benefits/CV
(2 5 30)	/concept/benefits/provoked thinking
(2 5 31)	/concept/benefits/confidence
(2 5 32)	/concept/benefits/liked activity
(2 5 33)	/concept/benefits/felt welcome
(2 5 34)	/concept/benefits/liked the food
(2 5 35)	/concept/benefits/had fun
(2 5 36)	/concept/benefits/have a laugh
(2 5 37)	/concept/benefits/post hoc benefits
(2 5 38)	/concept/benefits/summary
(2 5 39)	/concept/benefits/person centred
(2 5 40)	/concept/benefits/liked the students
(2 5 41)	/concept/benefits/like students and activity
(2 5 42)	/concept/benefits/less prejudiced
(2 6)	/concept/problems
(2 6 1)	/concept/problems/solutions
(2 6 2)	/concept/problems/lessons
(2 6 3)	/concept/problems/timetable

Appendices 5.1 to 5.4 (Chapter Five)

(2 6 4) /concept/problems/pressure of work
 (2 6 5) /concept/problems/tailoring learning
 (2 6 6) /concept/problems/communication probs
 (2 6 7) /concept/problems/fear of responsibility
 (2 6 8) /concept/problems/boring
 (2 6 9) /concept/problems/sexual overture
 (2 6 10) /concept/problems/vol illness
 (2 6 11) /concept/problems/student tears
 (2 6 12) /concept/problems/session too long
 (2 6 13) /concept/problems/feel awkward
 (2 6 14) /concept/problems/tuition
 (2 6 15) /concept/problems/not challenging enough
 (2 6 16) /concept/problems/fight
 (2 6 17) /concept/problems/students don't get on
 (2 6 18) /concept/problems/IndSysSrch
 (2 6 21) /concept/problems/misunderstood scheme
 (2 6 22) /concept/problems/physical coordination
 (2 6 23) /concept/problems/SLd motivation
 (2 7) /concept/college
 (2 8) /concept/innovation
 (3) /factors
 (3 1) /factors/support
 (3 1 1) /factors/support/wanted
 (3 1 1 1) /factors/support/wanted/p wanted
 (3 1 2) /factors/support/received
 (3 1 5) /factors/support/staff
 (3 2) /factors/logistics
 (3 3) /factors/characteristics
 (3 3 1) /factors/characteristics/personality
 (3 3 1 1) /factors/characteristics/personality/lessons
 (3 3 1 2) /factors/characteristics/personality/leisure
 (3 3 1 3) /factors/characteristics/personality/tuition
 (3 3 2) /factors/characteristics/skills
 (3 3 2 1) /factors/characteristics/skills/lessons
 (3 3 2 2) /factors/characteristics/skills/leisure
 (3 3 2 3) /factors/characteristics/skills/tuition
 (3 3 3) /factors/characteristics/issues
 (3 3 4) /factors/characteristics/perceptions of PLD
 (3 4) /factors/enjoyment
 (3 4 1) /factors/enjoyment/lessons
 (3 4 2) /factors/enjoyment/nice people
 (3 4 3) /factors/enjoyment/leisure
 (3 4 4) /factors/enjoyment/tuition
 (3 5) /factors/institutional
 (4) /behaviour
 (4 1) /behaviour/during
 (4 1 1) /behaviour/during/recognition
 (4 1 2) /behaviour/during/better communicator
 (4 1 3) /behaviour/during/friends get involved
 (4 1 3 1) /behaviour/during/friends get involved/get involved
 (4 1 4) /behaviour/during/treat as same age peer
 (4 1 5) /behaviour/during/would help more disabled now
 (4 1 6) /behaviour/during/respond to individual needs
 (4 1 7) /behaviour/during/more friendly
 (4 1 8) /behaviour/during/willing to interact
 (4 1 9) /behaviour/during/treat as human beings
 (4 1 10) /behaviour/during/don't decide for them
 (4 1 11) /behaviour/during/talk accessibly

Appendices 5.1 to 5.4 (Chapter Five)

(4 1 12)	/behaviour/during/say hi and chat
(4 1 13)	/behaviour/during/no misconceptions
(4 1 14)	/behaviour/during/don't talk down
(4 1 16)	/behaviour/during/listen more
(4 1 17)	/behaviour/during/follow staff role model
(4 1 18)	/behaviour/during/adapt means of communication
(4 1 19)	/behaviour/during/help only if needed
(4 1 20)	/behaviour/during/assess needs
(4 1 21)	/behaviour/during/need little steps
(4 1 22)	/behaviour/during/plan to make it work
(4 1 23)	/behaviour/during/tell others how to do it
(4 1 24)	/behaviour/during/influence friends joining
(4 1 25)	/behaviour/during/don't see people around
(4 1 26)	/behaviour/during/social network
(4 1 27)	/behaviour/during/smile
(4 1 28)	/behaviour/during/wish they would approach
(4 1 30)	/behaviour/during/keep it going
(4 1 32)	/behaviour/during/think what to say
(4 1 33)	/behaviour/during/short sessions
(4 1 34)	/behaviour/during/chat on the way to
(4 1 35)	/behaviour/during/ask fewer questions
(4 1 36)	/behaviour/during/respond genuinely
(4 1 37)	/behaviour/during/be natural
(4 1 38)	/behaviour/during/join in
(4 1 39)	/behaviour/during/demonstrate
(4 1 40)	/behaviour/during/socialise in lesson
(4 1 41)	/behaviour/during/have lunch
(4 1 42)	/behaviour/during/just be there
(4 1 43)	/behaviour/during/facilitate
(4 1 44)	/behaviour/during/SLD take initiative
(4 1 55)	/behaviour/during/create activity
(4 1 56)	/behaviour/during/ignore embarrassing comments by SLD
(4 1 57)	/behaviour/during/see outside college
(4 1 58)	/behaviour/during/adapt behaviour
(4 1 59)	/behaviour/during/share interest
(4 1 60)	/behaviour/during/just helping
(4 1 61)	/behaviour/during/pacing
(4 1 62)	/behaviour/during/start with what they can do
(4 1 63)	/behaviour/during/go over it again
(4 1 64)	/behaviour/during/small groups work well
(4 1 65)	/behaviour/during/go through it with them
(4 1 66)	/behaviour/during/see them around
(4 1 67)	/behaviour/during/create materials
(4 1 68)	/behaviour/during/ask them nicely
(4 1 69)	/behaviour/during/refocus them
(4 1 70)	/behaviour/during/tutor meeting
(4 2)	/behaviour/future
(4 2 1)	/behaviour/future/committee agenda
(4 2 2)	/behaviour/future/make video
(4 2 3)	/behaviour/future/go shopping
(4 2 4)	/behaviour/future/political action as MP
(4 2 5)	/behaviour/future/join similar scheme
(4 2 6)	/behaviour/future/explain to others
(4 2 7)	/behaviour/future/youth worker with SLD
(4 2 8)	/behaviour/future/set up drama club
(4 2 10)	/behaviour/future/sspecialised dentistry
(4 2 11)	/behaviour/future/CCV mention
(4 2 12)	/behaviour/future/would do if opportunity

Appendices 5.1 to 5.4 (Chapter Five)

- (4 2 13) /behaviour/future/support funding changes
- (4 2 14) /behaviour/future/disseminate
- (4 2 15) /behaviour/future/partners day
- (4 2 16) /behaviour/future/tell community
- (4 2 17) /behaviour/future/come drumming
- (4 2 18) /behaviour/future/legal defence
- (4 2 19) /behaviour/future/bring a friend
- (4 2 20) /behaviour/future/keep in contact
- (4 2 21) /behaviour/future/add another activity
- (4 2 22) /behaviour/future/related profession
- (4 2 23) /behaviour/future/go into Twickenham
- (4 2 24) /behaviour/future/go on the bus
- (4 2 25) /behaviour/future/return to RUTC to help
- (4 2 26) /behaviour/future/learn Makaton
- (4 2 27) /behaviour/future/be welcoming
- (4 2 29) /behaviour/future/SU representation
- (4 3) /behaviour/since
- (4 3 1) /behaviour/since/vol work
- (4 3 2) /behaviour/since/reinforced career choice
- (4 3 3) /behaviour/since/spoken to PSLD
- (4 3 4) /behaviour/since/citizen advocacy
- (4 3 5) /behaviour/since/thought about how to react
- (4 3 6) /behaviour/since/would support integration
- (4 3 7) /behaviour/since/sell goods to
- (4 3 8) /behaviour/since/campaign platform
- (4 3 9) /behaviour/since/work day centre
- (4 3 11) /behaviour/since/related employment
- (4 3 12) /behaviour/since/as barman
- (4 3 13) /behaviour/since/nothing
- (4 3 14) /behaviour/since/havent started or ignored
- (4 4) /behaviour/influence
- (4 4 1) /behaviour/influence/no influence
- (4 4 2) /behaviour/influence/dealing with public
- (4 4 3) /behaviour/influence/listening to public
- (4 4 4) /behaviour/influence/helped get job or course
- (4 4 5) /behaviour/influence/position to help now
- (4 4 6) /behaviour/influence/enlightened
- (4 4 7) /behaviour/influence/skills for job
- (4 4 8) /behaviour/influence/influenced decision
- (4 4 9) /behaviour/influence/provide work exp
- (4 4 10) /behaviour/influence/more understanding
- (4 4 11) /behaviour/influence/correct attitude
- (4 4 12) /behaviour/influence/better communicator
- (4 4 13) /behaviour/influence/would have helped
- (4 4 14) /behaviour/influence/OK if I see them
- (4 4 15) /behaviour/influence/dont treat differently
- (4 4 16) /behaviour/influence/share what I have
- (4 4 17) /behaviour/influence/volunteer again
- (4 4 18) /behaviour/influence/satisfying helping others
- (4 4 19) /behaviour/influence/summary
- (4 5) /behaviour/before
- (4 5 1) /behaviour/before/SLD initiatives
- (5) /data
- (5 1) /data/name
- (5 2) /data/age
- (5 3) /data/course
- (5 4) /data/career
- (5 4 1) /data/career/plan

Appendices 5.1 to 5.4 (Chapter Five)

(5 4 2)	/data/career/actual
(5 5)	/data/gender
(5 5 1)	/data/gender/male
(5 5 2)	/data/gender/female
(5 6)	/data/attendance
(5 6 1)	/data/attendance/20%
(5 6 2)	/data/attendance/40%
(5 6 3)	/data/attendance/60%
(5 6 4)	/data/attendance/80%
(5 6 5)	/data/attendance/80%+
(5 7)	/data/experience
(5 7 1)	/data/experience/none
(5 7 2)	/data/experience/prevpart
(5 7 3)	/data/experience/self
(5 7 4)	/data/experience/family
(5 7 5)	/data/experience/friend
(5 7 6)	/data/experience/work exp
(5 8)	/data/subjects
(5 8 1)	/data/subjects/reference
(5 8 2)	/data/subjects/vols
(5 8 2 1)	/data/subjects/vols/new vols
(5 8 2 2)	/data/subjects/vols/cont. vols
(5 8 3)	/data/subjects/SEN
(5 8 3 1)	/data/subjects/SEN/SSLD
(5 8 3 2)	/data/subjects/SEN/MLD vols
(5 8 4)	/data/subjects/managers
(5 8 5)	/data/subjects/waiting list
(5 8 6)	/data/subjects/MLD student
(5 9)	/data/year
(5 9 1)	/data/year/93-4
(5 9 2)	/data/year/94-5
(5 9 3)	/data/year/1992 -1993
(5 9 4)	/data/year/95-6
(5 10)	/data/setting
(5 10 1)	/data/setting/lessons
(5 10 2)	/data/setting/leisure
(5 10 3)	/data/setting/tuition
(5 11)	/data/schedule
(5 11 1)	/data/schedule/post hoc
(5 11 2)	/data/schedule/review
(5 11 3)	/data/schedule/T 1
(5 11 4)	/data/schedule/problem solving
(5 11 5)	/data/schedule/enrolment Q
(5 11 6)	/data/schedule/T 2
(5 11 7)	/data/schedule/T 3
(5 11 8)	/data/schedule/pre partners
(5 11 9)	/data/schedule/intervmanagers

INTERVIEWER GUIDELINES

- * Seek permission for use of tape recorder.
- * Use skeleton interview guide
- * Begin with the interviewee's own choice of comments. They set the agenda.
- * Elicit spontaneous accounts - be non judgmental*
- * Be interested and attentive
- * Use continuation responses*
- * Don't paraphrase - use the interviewee's own terminology
- * Code as you hear topics covered

key

/ = topic touched on

/ = topic exhausted

*Phrases to use

have you anything more to say
can you think of other ways in which..
you mentioned X
can you expand on your comment ...

NB Don't introduce the topics

The PARTNERS Scheme at Richmond Upon Thames College.

Dear

Thank you for your contribution to the Partners Scheme while you were at Richmond Upon Thames College.

You will remember that you were involved in our research project, looking at the outcomes of our scheme. The research is nearing an end, and I am collecting impressions of the scheme now that you have left college. I am particularly interested to hear whether you feel differently about people with learning difficulties, or behave differently, as a result of the experience, and would like to know whether the scheme has made a difference to the things you do now.

Please spend a few minutes completing this short questionnaire about the outcomes of the Partners Scheme. I enclose a stamped addressed envelope for your reply. Thank you very much **Helen Hayhoe**

1. Can you remember what you did with the Partners scheme ?
please describe.
2. When was that ?
3. What are you doing now ?
4. Did being in Partners help you either to get into your current occupation, or give you experience that is helpful ? **yes / no**
If yes, please explain
5. Have you been in contact with people with learning difficulties since leaving the scheme (in your work, education or social life ?)
yes / no
If yes, please explain

6. Did taking part in the Partners scheme change the way you feel about people with learning difficulties ?

yes / no

If yes, in what ways ?

7. Has anything happened since leaving the scheme to change those feelings ?

yes / no

If yes, please explain

8. Has the experience of meeting students through the Partners scheme made you do anything different ?

yes / no

If yes, please explain

9. Has the experience of being in the Partners scheme benefited you in any other ways since leaving the scheme ?

yes / no

please explain.

10. We hope that meeting people through the Partners scheme has made you more welcoming of the integration of people with learning difficulties in social , educational or work environment ? *Please comment on whether or not this feels true for you.*

Finally, please give details of any practical ways you have supported, or plan to support students in their integration.

Please return to me. Thank you so much for your help over the years, with very best wishes from Helen Hayhoe

Appendices 6.2 - 6.4 (Chapter 6)

CHANGES IN BEHAVIOUR									
Ways in which ex volunteers felt that the Partners Scheme influenced them									
	SETTING	lessons		leisure		tuition		TN	T%
		N	%	N	%	N	%		
VOLUNTEERS		14	48	8	27	7	24	29	99
REFERENCES		17	41	18	44	6	15	41	100
			% of 17	% of 18	% of 18	% of 6			
INTERPERSONAL SKILLS									
<i>dealing with</i>	treat people in an enlightened way					1			
<i>people</i>	be more understanding of peoples'	1		1					
	behave with 'correct attitudes'			1					
	don't worry when I see them	1		1					
	in a position to help now	1							
	deal better with all kinds of people			1		1			
<i>communication</i>	better listener			1					
	better communicator	2		3		1			
	<i>subtotal</i>	5	29	8	44	3	50	16	39
OCCUPATIONAL INFLUENCE									
<i>influenced</i>	GNVO, then SEN teaching			1					
<i>career decision</i>	SEN teaching					1			
	specialised nursing			1					
	care worker	1							
	psychology			1					
	<i>subtotal</i>							4	
<i>Helpful</i>	social policy degree			1					
<i>for application</i>	psychology degree	1							
	teaching	1							
	care assistant	1							
	nursery nurse					1			
	law	1							
	dentistry	1							
	GNVO social care			1					
	<i>subtotal</i>							8	
<i>maintained</i>	psychology degree	1							
<i>existing</i>	specialised nursing	1		1					
<i>interest</i>	social policy degree			1					
	<i>subtotal</i>							4	
<i>helpful</i>	psychology degree	1							
<i>subject</i>	specialised nursing	1							
<i>knowledge</i>	social policy degree			1					
	<i>subtotal</i>								
<i>gave realistic</i>	nursery nurse					1			
<i>expectations</i>	specialised nursing	1		1					
	carer for elderly	1							
	volunteer for children with SEN			1					
	<i>subtotal</i>	12	70	10	55	3	50	25	61
	TOTAL	17	99	18	99	6	100	41	100

Appendix 6.1 Ways in which the subjects of the 1993-1994 study felt that the Partners scheme influenced their subsequent behaviour

Appendices 6.2 - 6.4 (Chapter 6)

Attitudes towards disability after two years								
Comments by ex volunteers								
	SETTING							
	lesson		leisure		tuition			
	N	%	N	%	N	%	TN	T%
VOLUNTEERS	14	48	8	27	7	24	29	99
REFERENCES	21	52	11	27	8	20	40	99
No change : my attitudes were always positive	4	19	2	18	0	0	6	15
My existing positive views have been reinforced	4	19	1	9	2	25	7	17
I am more understanding of people with learning difficulties and their needs	3	14	2	18	0	0	5	12
My view is now realistic, rather than misconceived	1	5	1	9	0	0	2	5
I have more respect for people with learning difficulties	1	5	0	0	0	0	1	2
I feel confident : no longer embarrassed or uncomfortable	3	14	1	9	1	12	5	12
I see them as adults	2	9	1	9	1	12	4	10
I see people as individuals	2	9	1	9	3	37	6	15
I see people with learning difficulties as equal to me	1	5	2	18	1	12	4	10
TOTAL	21	99	11	99	8	98	40	98

Appendix 6.2 References to the effect of the Partners scheme on general attitudes towards people with learning difficulties. Responses from volunteers of the 1993-1994, two years after leaving the scheme.

Appendices 6.2 - 6.4 (Chapter 6)

Attitudes towards integration after two years									
Comments made by ex volunteers									
SETTING									
						lesson	leisure	tuition	
						N	%	N	%
						N	%	TN	T%
VOLUNTEERS						14	48	8	27
REFERENCES						16	44	11	31
						% of 16		% of 11	
Statements of principle									
We should all learn skills to interrelate								1	
There should be an end to discrimination								1	
Integration will change peoples' attitudes						1		1	
We need to work on others' attitudes						1		1	
<i>subtotal</i>						2	12	2	18
Examples of increased understanding based on experience									
Made me more aware of the kind of support needed						1		1	2
more aware of capabilities rather than deficits						3		1	1
showed me what they can really do						1		2	
I know it can work						1		1	1
social integration is easier than educational						1			
<i>subtotal</i>						7	44	5	45
Skills developed that aid integration									
It is easier for me to be friendly now						2		2	1
It has made me interested in helping n						5		2	2
<i>subtotal</i>						7	44	4	36
total						16	100	11	99

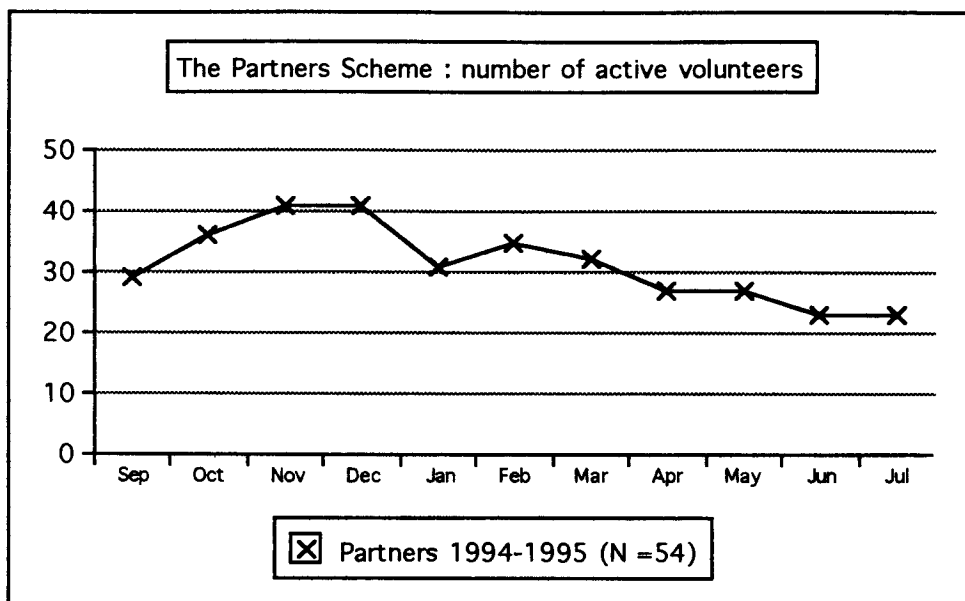
Appendix 6.3 References to the effect of the Partners scheme on outcomes promoting integration.

Appendices 6.2 - 6.4 (Chapter 6)

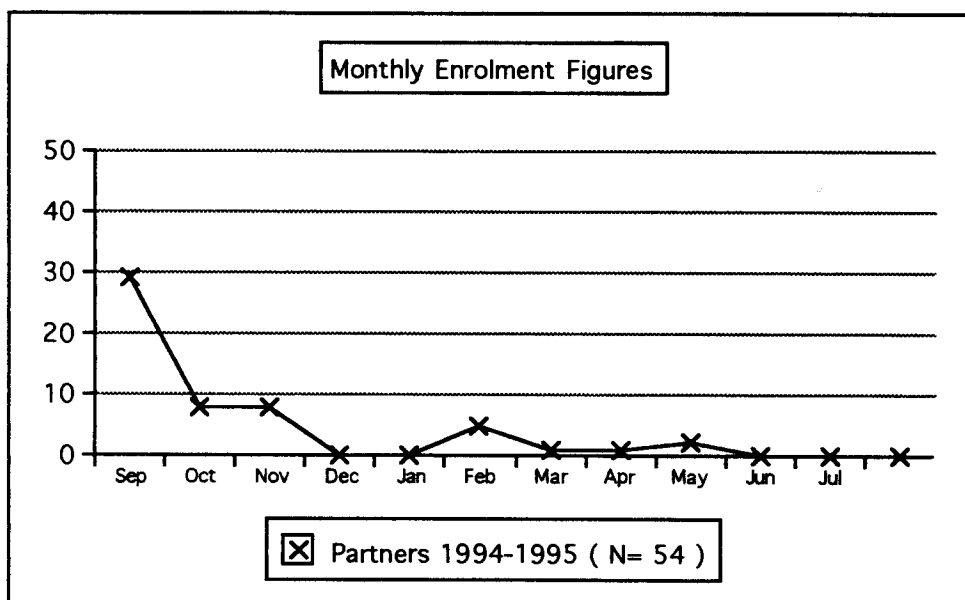
Practical ways of supporting integration									
	SETTING								
	lesson		leisure		tuition				
	N	%	N	%	N	%	TN	T%	
VOLUNTEERS	14	48	8	27	7	24	29	100	
REFERENCES	7	33	9	43	5	24	21	100	
		% of 7		% of 9		% of 5			
ACTION FOR INTEGRATION									
Behaviour with the public									
Make them feel welcome / accepted	1		1						
offer help if needed	1		1						
<i>subtotal</i>	2	28	2	22	0	0	4	19	
direct action									
Student Union campaign					1				
support adults in the community (as a nurse)			2						
<i>subtotal</i>	0	0	2	22	1	20	3	14	
influencing change									
suggested disability awareness for other students			1						
suggested similar scheme at another college			1						
suggested work experience					1				
<i>subtotal</i>	0	0	2	22	1	20	3	19	
plans for the future									
train as an SEN teacher	1				1				
join similar scheme if possible	3		2		1				
run youth club			1						
join citizen's advocacy alliance	1				1				
<i>subtotal</i>	5	71	3	33	3	60	11	52	
<i>total</i>	7	99	9	99	5	100	0	104	

Appendix 6.4 Practical ways in which ex volunteers have supported, or intend to support, people with learning difficulties in their integration in the two years since leaving the scheme

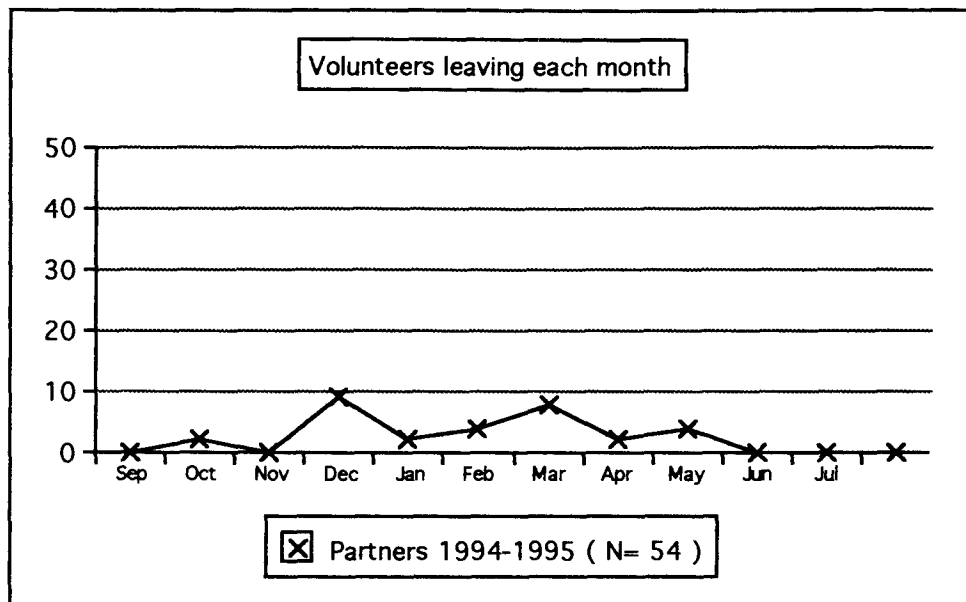
APPENDIX TO CHAPTER SEVEN



Appendix 7.1a



Appendix 7.1b



Appendix 7.1c

Appendix 7.1a , b &c

Number of volunteers joining the Partners Scheme and leaving the scheme during 1994 -1995

REASONS FOR JOINING THE PARTNERS SCHEME						
		lessons	leisure	tuition		
		N/28	N/15	N/11	TN	T%
External regulation						
	experience for work	5	1	1		
	make up timetable hours	1				
	University application form		1			
					8	17
Introjected regulation						
	ought to help less fortunate	1	1			
					2	4
Identified regulation						
	satisfaction of helping	3		2		
	important to me to help	2				
	become more aware and open m	2	1			
	help someone have a good time	1	1	1		
	spend free time usefully	1				
	challenge stereotypes			1		
	help others access college	1	1	2		
	fits with my ideals		2			
	understand more					
	can relate because of own disadvantage	1			22	41
Integrated regulation						
	like the sound of it	4	3	1		
	I want to learn		1			
	friendly	2	1			
	enjoy myself	2				
	enjoy the subject	1	1			
	will benefit me			2		
	nice to do something new		1			
	like the challenge	1				
	share my interests			1		
					21	39
		28	15	11		
					54	

Appendix 7.2 Principal reasons for joining the Partners scheme cited by volunteers of the 1994 -1995 study

ATTITUDES TOWARDS DISABILITY							
Before interaction with people with learning difficulties							
		no exp		some exp		total	T%
		N	%	N	%		
VOLUNTEERS		31	57	23	43	54	
ATTITUDINAL REFERENCES		77	52	71	48	148	
NEGATIVE REFERENCES			% of 77	0	% of 71		
Negative expectations							
worries	embarrassed	1		0			
	uncomfortable	3		2			
	shy	2		0			
	nervous	9		8			
		15	19	10	14	25	17
practical concerns	can I do it ?	5		3			
	something might go wrong	7		5			
	not sure how to behave	10		8			
	will I be patient enough ?	4		3			
	I lack skills	6		6			
		32	41	25	35	57	38
subtotal		47	61	35	49	82	55
negative perceptions about people with learning difficulties							
lack common humanity	they are disturbing	1		0			
	they are like vegetables	1		0			
	it's cruel to let them live	1		0			
	they are different from us	1		1			
		4		1			
problematic	they will have health problem	2		4			
	they will be difficult	1		2			
		3		6			
homogeneous	they are all the same	1		0			
subtotal		8	11	7	9	15	10
POSITIVE or NEUTRAL REFERENCES							
positive expectations		0		0			
positive or neutral perceptions about people with learning difficulties							
	they vary as individuals	3		5			
	they are ordinary/normal	3		6			
	they're the same as us, but..	5		6			
subtotal		11	14	17	24	28	19
positive or neutral perceptions about own attitudes							
	I have an open mind	1		3			
	no negative attitudes	5		7			
	I have no preconceptions	5		2			
subtotal		11	14	12	17	23	16
TOTAL		77	141	71	148	230	138

Appendix 7.3 Attitudes towards disability expressed by volunteers before interaction with students who have learning difficulties or recalled later (1994 -1995). Comparison between views of volunteers with no previous experience of disability and those with some previous experience (outside the Partners Scheme)

Attitudes of mainstream students towards their peers with SLD							
Before interaction with people with learning difficulties							
ATTRIBUTES OF PEOPLE WITH LEARNING DIFFICULTIES							
		new vols		exp. vols		total	
		N	%	N	%	N	%
VOLUNTEERS		31	57	23	43	54	100
REFERENCES TO ATTRIBUTES		49	62	30	40	79	100
POSITIVE ATTRIBUTES		% refs		% refs			
positive personality traits							
social	friendly	6		4			
	fun	1		0			
	caring	3		1			
		10		5		15	19
motivated	enthusiastic	5		4			
	determined	1		0			
		6		4		10	13
pleasant	nice	1		0			
	kind	2		0			
	wonderful	2		1			
		5		1		6	7
patient	patient	1		0		1	1
subtotal		22	45	10	33	32	40
positive expectations of ability		0		0			
NEGATIVE ATTRIBUTES							
negative personality traits							
childlike	childlike	6		4			
	unknowing	1		0			
	naive	1		2			
		8		6		14	18
temperamental	temperamental	1		0			
	miserable	2		0			
	uncooperative	1		1			
		4		1		5	6
subtotal		12	24	7	23	19	24
negative expectations of ability							
incapable	not capable	7		5			
	need help	4		4			
	slower than us	1		2			
		12		11		23	29
uncommunicative	hard to communicate with	3		2		5	6
subtotal		15	31	13	43	28	35
TOTAL		49	100	30	99	79	99

Appendix 7.4 Attributes of people with learning difficulties expressed by volunteers before interaction with students who have learning difficulties or recalled later . % of 79 references made by 54 volunteers (1994 -1995).

ATTITUDES TOWARDS DISABILITY									
After interaction with people with learning difficulties									
		lessons		leisure		tuition			
VOLUNTEERS		N/28	52	N/15	28	N/11	20	total	% a/
ATTITUDINAL REFERENCES		96	53	62	34	24	13	182	refs
Ways in which my attitudes have changed		% refs		% refs		% refs			
<i>less hierarchical</i>	I am less patronising	4		0		0		4	
	I don't feel sorry for them	1		3		1		5	
	I empathise, not sympathise	1		4		0		5	
	see them as equal	2		1		0		3	
	I notice others' prejudice	0		2		1		3	
		8	8	10	16	2	8	20	11
<i>understand issues</i>	I have a new point of view	6		3		1		10	
	I am not neutral any more	5		3		2		10	
	I understand the issues better	2		6		2		10	
	experience demystifies disability	8		4		2		14	
		21	21	16	26	7	29	44	24
<i>stayed positive</i>	it reinforced my positive views	3	3	4	6	1	4	8	4
<i>less stereotyping</i>	I have fewer misconceptions	3		1		1		5	
	I look at the individual	5		5		0		10	
	there's a wide range of ability	6		2		1		9	
	you can't generalise	5		2		0		7	
	I am less idealistic	2	2	1	1	4		7	
	they're not just Down's	1		0		1		2	
		22	23	11	18	7	29	40	22
<i>disability</i>	I don't need to know what's wrong	4		3		1		8	
<i>less prominent</i>	I forgot the disability	5		4		0		9	
	I am more accepting of difference	5		1		2		8	
		14	14	8	13	3	12	25	14
<i>my feelings now</i>									
<i>I know how to be</i>	I know how to act/feel	4		1		3		8	
	I feel OK about interacting	6		3		0		9	
		10	10	4	6	3	12	17	9
<i>not worried</i>	I'm not worried any more	9		4		0		13	
	I feel more relaxed, comfortable	9		5		1		15	
		18	19	9	14	1	4	28	15
TOTAL		96	98	62	99	24	98	182	99

Appendix 7.5 Attitudes of mainstream students towards people who have learning difficulties after interaction (1994-1995)

ATTITUDES TOWARDS DISABILITY									
After interaction with people with learning difficulties					Setting				
ATTRIBUTES OF PEOPLE WITH LEARNING DIFFICULTIES									
	SETTING	lessons		leisure		tuition			
VOLUNTEERS		N/28	52	N/15	28	N/11	20	TN	T%
REFERENCES TO ATTRIBUTES		69	45	38	25	45	30	152	
POSITIVE ATTRIBUTES									
positive personality traits									
sensible/mature	considerate	1		0		0			
	sensible	1		0		0			
	receptive to help	3		0		5			
	adult	3		2		1			
		8	11	2	5	6	13	16	10
natural	genuine	2		2		1			
	no tension/jealousy	1		0		0			
	don't hide emotions	3		0		0			
		6	9	2	5	1	2	9	5
social	loving	0		1		1			
	chatty	1		0		0			
	sense of humour	3		3		1			
	friendly	5		7		0			
	affectionate,warm	3		3		1			
		12	17	14	37	3	7	29	19
motivated	positive	3		2		1			
	have energy	1		0		0			
	interested	3		1		4			
	determined	0		0		2			
		7	10	3	8	7	15	17	11
positive perceptions of ability									
they have skills	they have skills	7		2		0			
	they can communicate	2		2		0			
	they are creative	1		0		0			
	they are talented	2		0		0			
		12	17	4	10	0	0	16	10
they can learn	more capable/need less help	5		1		2			
	they can do it with help	10		3		5			
	everyone improved	1		0		0			
	it suddenly clicks	0		0		2			
		16	23	4	10	9	20	29	19
NEGATIVE ATTRIBUTES									
negative personality traits									
uncompliant	mischievous	1		0		0			
	unresponsive	1		0		0			
	doesn't stick to it	0		0		1		3	2
obsessional	obsessed by time	0		0		1		1	0.6
unsociable	shy	0		1		0			
	not likable	0		1		0		2	1
		2	3	2	5	2	4	6	4
negative perceptions of ability									
hard to learn skills	they find it hard to learn	5		0		7			
	hard to communicate	0		3		5			
	they are unskilled	1		0		1		22	14
not intelligent	contrast social/ intellectual level	0		4		1			
	they are intellectually unequal	0		0		3		8	5
		6	9	7	18	17	38	30	20
TOTAL		69	99	38	98	45	99	152	98

Appendix 7.6 Attributes of students who have learning difficulties as described in 69 references made by 54 mainstream students after interaction (1994-1995)

ATTITUDES TOWARDS INTEGRATION									
After interaction with people with learning difficulties									
	SETTING	lessons		leisure		tuition			
		N	%	N	%	N	%	TN	T%
VOLUNTEERS		28	52	15	28	11	20	54	100
REFERENCES TO INTEGRATION		28	48	15	33	11	18	54	99
positive statements about integration									
<i>reinforced principles</i>									
	principles become real	3		1		0			
	reinforced anti discrimination	1		0		0			
	notice stereotyping/prejudice	2		0		0			
	our attitudes influence success	0		0		1			
	<i>subtotal</i>	6	21	1	7	1	9	9	15
<i>believe it is possible</i>									
	more contact = more understanding	2		1		0			
	understanding helps integration	2		2		0			
	activity gives reason for contact	4		2		2			
	proved it works	10		5		0			
	<i>subtotal</i>	18	64	10	67	2	18	30	55
<i>'spread the word'</i>									
	we must all learn to inter relate	0		0		1			
	everyone should do it	2		1		0			
	think more colleges should do it	2		1		0			
	<i>subtotal</i>	4	14	2	13	1	9	7	13
perceived constraints									
<i>difficult for institution</i>									
	difficult to organise	0		1		1			
	need to work at it	0		1		3			
	<i>subtotal</i>	0	0	2	13	4	36	6	11
<i>difficult for students</i>									
	mainstream students need more hel	0		0		1			
	some can't integrate	0		0		2			
	<i>subtotal</i>	0	0	0	0	3	27	3	5
	TOTAL	28	99	15	100	11	99	55	99

Appendix 7.7 Attitudes of mainstream students towards integration after interaction with people who have learning difficulties (1994-1995).

THE ACTIVITIES OF THE PARTNERS SCHEME					
showing social structure					
	partner helps but does not take part	both take part : partner helps	both take part equally	shared interest in the activity	linked goal
SETTING					
lessons with staff (50 descriptors by 28 volunteers)					
cafe X 6		prepare food		eating/making	profit
cafe	operate till				
cookery	prepare food				
cookery		prepare food			make meal
cookery	learn theory				
woodwork		make things		product to take home	
music X 2		listen and make music		music appreciation	
French		speaking		French	
basic skills X 5	supports in practical literacy tasks				
Duke of Edinburgh		expeditions		countryside	
pottery X 2		make pot		pottery	
art X 2		make art		art	
gardening		maintenance		gardening	
maths	practical maths				
shopping X 2		find items			
break time from lesson X 4			get drink	break	
% of 50 items	9 (18%)	19 (38%)	4 (8%)	17 (34%)	1 (2%)
leisure (31 descriptors by 15 volunteers)					
lunch X 2		buy and eat food		eating/chatting	
lunch X 2			eat food	eating/chatting	
drama club		prepare for production			performance
snooker X 4		set up and play		snooker	
aerobics X 2		take part		fitness	
singing		sing together		singing	
football		play football		fitness & fun	
circus skills			juggling, ur	learn new skill	
lunchtime club		play games		relaxation	
% of 31 items	0	12 (39%)	4 (13%)	14 (45%)	1 (3%)
tuition 15 descriptors by 11 volunteers)					
computer X 4	show how				
French X 2		speak French		language	
guitar		play		music	
Spanish		speak Spanish		language	
maths	show how				
reading X 2	show how				
% of 15 items	7 (47%)	4 (27%)	0	4 (27%)	0
no of references	16	35	8	25	2
% of all 86 refere	19	41	9	29	2

Appendix 7.8 The activities of the Partners scheme 1994-1995, showing social structure.

VOLUNTEERS' CONCEPT OF THEIR ROLE			%		%				
Volunteers		lessons		leisure		tuition		TN	
References to roles		N/28	52	N/15	28	N/11	20	54	100
		28	47	22	37	10	17	60	101
Volunteer's concept of social role			%28		%23		%10		
we are like friends		4		5		0			
I get on well with him/her		1		4					
more social than teaching		3		2					
not Partners : friends				1					
friendship is better than minder		2							
easy relationship				2					
they are friends for me		2		1					
friendship helps them learn				1		1			
supporter and friend		2		1					
<i>subtotal</i>		<i>14</i>	<i>50</i>	<i>17</i>	<i>77</i>	<i>1</i>	<i>10</i>	<i>32</i>	<i>53</i>
Volunteers' concept of role in supporting learning									
I help them learn						4			
I'm like a teacher						3			
like a learning assistant		2				1			
I'm responsible for them				2					
I'm someone there who knows		2		1		1			
I'm just helping		10		2					
<i>subtotal</i>		<i>14</i>	<i>50</i>	<i>5</i>	<i>23</i>	<i>9</i>	<i>90</i>	<i>28</i>	<i>47</i>
<i>TOTAL</i>		<i>28</i>	<i>100</i>	<i>22</i>	<i>100</i>	<i>10</i>	<i>100</i>	<i>60</i>	<i>100</i>

Appendix 7.9 Volunteers' concept of their role during interaction with people with learning difficulties

SUPPORTING LEARNING									
The behaviour of mainstream students in supporting learning									
			%		%			TN	T%
		lessons		leisure		tuition			
Volunteers		N/28	52	N/15	28	N/11	20	54	100
References to supporting learning		71	46	29	19	54	35	154	100
			%71		%29		%54		
assess learning	find out what they know	2				4			
	mark answers	3				8			
	<i>subtotal</i>	5	7	0	0	12	22	17	11
start them off	start with what they can do	5		3					
	start them off	2				2			
	<i>subtotal</i>	7	10	3	10	2	4	12	8
modify task	rephrase it	4				1			
	break it down into steps	1				4			
	adapt for individuals	3				2			
	keep it short			2		1			
	<i>subtotal</i>	8	11	2	7	8	15	18	12
keep them on task	keep them at it	6				7			
	refocus them	1				2			
	<i>subtotal</i>	7	9	0	0	9	17	16	10
share responsibility	stand back	3		2					
	share interests			4					
	help only if needed	5		2					
	let them choose	1		1					
	they try, then help	4				2			
	do it together	10							
	<i>subtotal</i>	23	32	9	31	2	4	34	22
explain / show how	join in and demonstrate	2		2					
	have a laugh and show how	1		3					
	go over it with them	6				2			
	tell them what to do					6			
	give them hints	1							
	<i>subtotal</i>	10	14	5	17	8	15	23	15
help them do it	help and join in	2		2					
	help and advise	2				9			
	support their ideas	1		1					
	help several at once	2							
	<i>subtotal</i>	7	10	3	10	9	17	19	12
managing behaviour	tell them to be sensible	1		2					
	tell them to concentrate	1				3			
	keep an eye on them	2		1					
	sort out the rules			1					
	<i>subtotal</i>	4	6	4	14	3	5	11	7
managing resources	look after equipment			3		1			
	<i>subtotal</i>	0	0	3	10	1	2	4	2
	TOTAL	71	99	29	99	54	101	144	99

Appendix 7.10a

Volunteers' description of their behaviour to support the learning of people who have learning difficulties

SOCIALISING									
The social behaviour of mainstream students									
								TN	T%
Volunteers		lessons		leisure		tuition			
References to socialisation		N/28	52	N/15	28	N/11	20	54	100
		56	48	59	41	8	7	123	96
References to social behaviour		%56		%59		%8			
be friendly	smile	3		2		2			
	be willing to interact	1							
	socialise in lesson	5							
	be more friendly	1		3		1			
	hug, kiss	3		3					
	have a laugh	6		4					
	get to know each other			6					
	hang out together			4					
	<i>subtotal</i>	19	34	22	37	3	37	44	36
chat	chat about shared interests	3		14					
	chat while working	7				1			
	<i>subtotal</i>	10	18	14	24	1	12	25	20
be natural	relaxed behaviour			2					
	respond genuinely	3		2					
	be natural	1		4					
	<i>subtotal</i>	4	7	6	10	0	0	10	8
treat as equals	treat like people my age	5		3					
	as human beings	2				1			
	behave same as anyone else	3		2					
	<i>subtotal</i>	10	18	5	8	1	12	16	13
meet outside sessions	say hi and chat	9		7		3			
	go to meetings together	1		1					
	have lunch	1		1					
	see outside college	1		1					
	meet on the way to class	1		2					
	<i>subtotal</i>	13	23	12	20	3	37	28	23
	TOTAL	56	100	59	99	8	98	123	100

Appendix 7.10

Volunteers' description of their social behaviour during interaction with people who have learning difficulties

BEHAVIOUR PLANS									
Plans for the future made while a Partner									
	SETTING	lessons		leisure		tuition			
volunteers		N/28	52	N/15	28	N/11	20	54	100
references to plans		14	42	16	48	3	9	33	99
			%14		%16		%3		
while a partner									
develop skills	learn Makaton	2		1					
	subtotal	2	14	1	6	0	0	3	9
extend involvement	make a video	1							
	add a further Partners activity			2					
	take to drumming	1							
	meet others			1					
	subtotal	2	14	3	19	0	0	5	15
involve others	bring a friend	1		1					
	induct others	2							
	subtotal	3	21	1	6	0	0	4	12
meet outside session	go into Twickenham			1					
	go on the bus	1		1					
	go shopping	1		1					
	subtotal	2	14	3	19	0	0	5	15
	subtotal	9	64	8	50	0	0	17	51
in the future									
continued contact	return to help again			2					
	do something similar			2		2			
	keep in touch			1					
	subtotal	0	0	5	31	2	67	7	21
related career	OT	1							
	Speech therapist	1							
	nurse	1		1					
	teacher	1				1			
	youth worker			1					
	dentist			1					
	legal defence	1							
	subtotal	5	36	3	19	1	33	9	27
	subtotal	5	36	8	50	3	100	16	48
	totals	14	99	16	100	3	100	33	99

Appendix 7.11

Plans for continued contact made by current volunteers (1994-1995)

BENEFITS AND ENJOYABLE FACTORS									
	SETTING	lessons		leisure		tuition			
volunteers		N/28	52	N/15	28	N/11	20	54	100
references to benefits		82	57	39	27	23	16	144	100
			%82		%39		%23		
career benefits	introduced career idea	3		1					
	good for CV/ROA	3				2			
	<i>subtotal</i>	6	7	1	2	2	9	9	6
contrast	relaxing break	4		2					
	different			1		1			
	not heavy	1		1					
	time to escape pressures	1							
	<i>subtotal</i>	6	7	4	19	1	4	11	7
improved skills	better communicator	19		9		7			
	<i>subtotal</i>	19	23	9	23	7	30	35	24
social benefits	made friends	3		3					
	rewarding contact	4							
	<i>subtotal</i>	7	8	3	7	0	0	10	7
personal development									
	sense of achievement	2		1		3			
	proud of self	1							
	feel good	2							
	increased self confidence					2			
	<i>subtotal</i>	5	6	1	2	5	21	11	7
attitudinal benefits									
	broader outlook			1					
	greater understanding	3		2					
	correct attitudes	1		1					
	value others	2				1			
	appreciate own fortune	2				2			
	provoked thinking	1		1		1			
	<i>subtotal</i>	9	11	5	13	4	17	18	12
enjoyment									
<i>had a good time</i>	enjoyable	6		4					
	a good experience			1		1			
	good use of time	1				2			
	had fun	2		1					
	had a laugh	1							
	<i>subtotal</i>	10	12	6	15	3	13	19	13
<i>enjoyed</i>	helpful atmosphere			2					
<i>environment</i>	enjoyed person centredness	3							
	<i>subtotal</i>	3	4	2	5	0	0	5	3
<i>enjoyed students</i>	nice people	1		2					
	liked the students	6		3					
	<i>subtotal</i>	7	11	5	13	0	0	12	11
<i>enjoyed activity</i>	enjoyed activity	8		3		1			
	liked the food	2							
	<i>subtotal</i>	10	12	3	8	1	4	14	10
	<i>enjoyment total</i>	30	36	16	41	4	17	50	35
	TOTAL	64	100	39	100	23	98	144	100

Appendix 7.12

Benefits and enjoyable factors of the Partners Scheme (1994 -1995)

'NO FAULT PROBLEMS' not attributable to the Partners Scheme			
1. Factors which eventually caused the commitment to end			
	N/28	%	
course work or exams	16	57	
home problems	3	11	
left college	3	11	
timetable problems	3	11	
SLD student moved away	2	7	
SLD student illness	1	3	
	28	100	
2. Problems which were solved			
	N/3		solution
timetable changed			
	1	33	change to new partners session
volunteer illness			
	2	66	change pattern of commitment
	3	100	

Appendix 7.13 References made by volunteers to problems which were caused by factors unrelated to the scheme (1994-1995)

PROBLEMS attributable to the Partners Scheme							
experienced by Partners 1994-1995							
	lessons		leisure		tuition		TN T%
volunteers	N/28	52	N/15	28	N/11	20	54 100
references to problems	8	42	7	37	5	26	19 100
communication problems							
SLD student difficult to talk to	4		1				
subtotal	4	50	1	14	0	0	5 26
fears about responsibility							
fear of something going wrong			1				
subtotal	0	0	1	14	0		1 5
interpersonal problems							
need to confront unacceptable behaviour eg fighting	0		1	14	0		
inappropriate sexual overture	1		0		0		
need to deal with students' SLD personal problems	0		1	14	0		
feel awkward, don't know how to respond	1		0		0		
subtotal	2	25	3	43	0	0	5 26
SLD student characteristics							
distractibility	0		0		1		
poor coordination : hard to learn guitar chords	0		0		1		
student had difficulty understanding concept	0		0		1		
subtotal	0	0	0	0	3	75	3 16
problems concerning the activity							
not enough to do	2		0		0		
session too long	0		2		0		
subtotal	2	25	2	28	0	0	4 21
misunderstandings							
didn't expect learning difficulties	0		0		1		
subtotal	0	0	0	0	1	25	1 5
TOTAL	8	100	7	100	4	100	19 99

Appendix 7.14 References made by volunteers to problems which related to the Partners scheme. 1994-1995

10 STUDENTS WITH LEARNING DIFFICULTIES WHO HAVE PARTNERS (1994 -1995)											
young adults with SLD (school leavers) N=5						young adults with SLD (2nd years) N = 5					
	totals	Susan	Simone	Nasir	Robert	Jason	Lydia	Jerry	Wayne	Andrew	Paul
male	7			1	1	1		1	1	1	1
female	3	1	1				1				
age 16 -18	3							1	1	1	
age 19-21	7	1	1	1	1	1	1				1
course											
PVC1	10	1	1	1	1	1	1	1	1	1	1
ethnicity		white	white	Indian	White	White	White	White	White	White	White
<i>experience of special educational needs</i>											
self	10	1	1	1	1	1	1	1	1	1	1
family	0										
friend	0										
work	0										
<i>previous experience of Integrated settings</i>											
shared											
separate	9/11	college link	college link	college link	college link		college link	college link	college link		college link
out of school	3/11		dance class	scouts	scouts						
siblings	8/11			1	1	1	1	1	1	1	1
local friends	2/11							1		1	
Partners	6/11						1	1	1	1	1
<i>Partners involvement</i>											
Individual (requested) volunteer		Kerry, lunch (ended - personality factors)	Clara : drama club, Hernandez, Spanish	none	none	lunch : Dora	lunch then aerobics : Shelley and Vikki	clrcus skills : Ellen, singing Jodie),	maths, computing:	snooker	snooker
shared volunteers		cafe, cookery, French,art, gardening, shopping, lunch club	cafe, cookery, French, music,D of E, gardening, shopping, lunch club, singing	cafe, cookery, shopping, music, basic skills, French	cafe, cookery, woodwork, music, basic skills, pottery, French, snooker, football, basic skills (10)	cafe, cookery, woodwork, gardening, French, D of E, shopping, football	cafe, cookery, music, art, D of E, shopping, French, lunch club, basic skills	cafe,basic skills, cookery, music,lunch club, singing, D of E, art, shopping, football, snooker,	cafe, cookery, basic skills, gardening, shopping, music, lunchtime club (7)	cafe, cookery, basic skills, gardening, pottery, football, snooker, lunchtime club (8)	cookery, woodwork, music, basic skills, French, snooker, football, lunchtime club (9)
Total contacts		8	11	6	9	9	10	13	10	9	9
Volunteers recognised		12	14	17	20	7	10	16	18	20	19

Appendix 8.2

CASE STUDIES and Vignettes

1. Jerry

Jerry was 17 when he joined the PVC1 course, having attended a school for pupils with moderate learning difficulties, where his learning problems were described as being on the borderline between moderate and severe. Jerry has an exuberant, outgoing personality but is anxious about his relationships with others and very keen to have a girlfriend. No formal arrangements exist for integrating students of the school with others without learning difficulties, although Jerry did attend a link course to RUTC where he had the opportunity to mix with other students in the canteen and public areas. Out of school, Jerry attends a weekly social club for people with learning difficulties and likes to ride his bike locally. Jerry has a history of being teased by young people near his home, and explained how peers had damaged his bike, called him names and physically pushed him about. Despite basic literacy skills at survival level, Jerry was less mature than his classmates at school, most of whom progressed into vocational training or work. Jerry says that he was a wally at school.

He joined the PVC1 course with one friend, expressing great interest in the classes and other activities on offer. He hoped to learn enough to get a job working with cars, and also wanted to continue taking part in activities he had enjoyed at school. He proved to be a reliable and motivated student who made the most of all opportunities and who built up several friendships, learning from various incidents along the way.

When the research began, Jerry was in his second year of the course. He was keen to join the Partners Scheme for a second year and was able to identify interests to share, such as a circus skills workshop run in the students' union at lunchtime. Jerry was also very interested in singing, and wished to find a Partner to sing with as there were no other no opportunities available outside the PVC1 music class.

As a result of advertising for a Partner and also speaking up at a Partners support group, Jerry found two Partners, Jodie and Ellen. Jodie was a 16 year old student retaking GCSEs. She had no experience of disability but was

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interested in the idea of the Partners scheme and attended a meeting to find out more. She found Jerry's enthusiasm infectious and agreed to sing with him, developing the activity to include other students and organising rooming and resources so that a very popular singing group evolved. The group continued until Jodie needed to spend more time working for her impending exams.

Ellen was a first year A level student who was familiar with students with learning difficulties, through her mother, who taught in a special school. Ellen was interested in a future career in teaching and was keen herself to learn circus skills. She was happy to go with Jerry and two other PVC1 students each week, introducing them to her friends and trying, with them, to ride a unicycle and to juggle. Ellen was impressed by Jerry's perseverance in learning to balance on the unicycle. This arrangement continued amicably all year, and Ellen became particularly friendly with one of the other (female) PVC1 students, meeting up with her out of college on occasion.

Two volunteers, Iona and Gemma, set up a weekly snooker club at lunchtime in one of the course base rooms. They organised resources and a rota, and Jerry was a faithful member of the club. He enjoyed playing snooker and also relaxing over a can of coke watching the others. Iona and Gemma were both 18 year old second year A level students who were new to the scheme. Iona was interested in dentistry and Gemma in Ophthalmology and while they had had no experience of special needs, the idea of doing something different at lunchtime appealed to them both. They ran the club for most of the year until they sat their A levels, and although they were challenged by issues of behaviour (eg intervening into fights), their relationship with Jerry was positive and unproblematic.

Jerry came across other Partners in many other PVC1 lessons, including cookery, basic skills, cafe, shopping, gardening, music and the Duke of Edinburgh Award scheme. He was particularly taken by two partners in his gardening lesson, Tim and Sally. Tim, an 19 year old A level student with no previous experience of special needs, was popular because he appealed to Jerry's sense of fun by playing his flute in the lesson. Sally, a very attractive 16 year old student retaking GCSEs, epitomised all that Jerry was seeking in a girlfriend. Despite many attempts on Jerry's part, Sally was not interested in him in this way, and was at times anxious about how to respond to his assertions

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that she was, in fact, already his girlfriend. She had not expected students with learning difficulties to have sexual expectations. Jerry and Sally both appreciated the opportunity to discuss the situation in their Partners review sessions. Each practised ways of speaking to each other about it. Jerry gradually backed off, seeking out another young woman, and Sally learnt how to say that she liked his company but was not going to be his girlfriend.

Jerry made the most of the Partners scheme. He was an easy person to get on with, and his enthusiasm and perseverance made volunteers interested in helping him to achieve his goals. The volunteers with whom he worked and socialised gave Jerry very appropriate role models on which to model his developing maturity : they were full of fun themselves and showed him how to strike a balance between daftness and being sensible. His contacts with young women gave him a chance to learn about the stages involved in negotiating adult relationships and gave him feedback on ways of going about seeking a girlfriend. Jerry was instrumental in helping friends from his own course become more involved in college activities, meanwhile gaining confidence that he need not expect to be bullied by peers without learning difficulties.

2. Susan

Susan was 19 at the start of the research. She is affected by Down's Syndrome and attended a school for children with severe learning difficulties in the borough but not linked with RUTC because of distance. She spent two years in the leavers unit at school and said that she loved it there. Susan progressed very well at school, and was the most able pupil by the time she left. In contrast to her peers there, she was able to read and write with understanding and to organise herself and her time. She showed that she could be punctual and reliable within the school setting. Her excellent skills enabled her to gain a privileged position at school. She was given special rights and responsibilities and often helped less able students.

As part of her curriculum she was supported to attend a local F.E. college (not RUTC), where she did a cookery class with other young adults with learning difficulties. She learnt to travel there unaided. Susan says that she did not meet any other students there, but saw them in the canteen. It was decided (by Susan's mother, with the educational psychologist) that Susan should attend RUTC on leaving school, as it was nearer to her home. Susan was keen to

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improve her literacy with the aim of finding work in an office. She also hoped to get married and have children. She did not go out in the evenings and know no other young people without learning difficulties, but said that she liked to be at home with her mother.

Full time further education gave Susan new boundaries and freedoms, and she was keen to take up available opportunities although she was anxious to know that she would be supported by named staff. Having been used to a small, familiar staff, she was keen to establish contact with her personal tutor, and was very sensitive to hierarchies, preferring to speak directly to senior staff and sometimes being reluctant to take advice from, for example, student support assistants. She said that she wanted to check any arrangements with her tutor. Susan did not seem interested in forming friendships with the other students of PVC1, many of whom shared her skill levels, but took on a supervisory role with less able students. Conflict occurred when students objected to her sometimes overbearing manner. Susan was interested in the Partners scheme and asked to have a Partner for lunchtimes, to chat with in the canteen.

Susan's first volunteer was a quiet but confident young woman, Jackie, who at 17 was new to the college, where she was studying A levels. Jackie's mother has a physical disability and Jackie was interested in supporting others. The two made an arrangement to meet near Susan's classroom once a week to walk to the college canteen and eat lunch. This arrangement lasted a short time only, as Susan chose to go to lunch with other friends but did not let her Partner know. In review meetings, Susan said that she did wish to meet Jackie and would begin again the following week. It was checked that Susan know the place and times, but the pattern was repeated and the volunteer decided to take up a different Partners activity. During this time, Susan's attendance and punctuality became erratic at other parts of her week. While travelling independently to college, she very often called into local shops and businesses, sometimes arriving up to an hour late. She also made contact with staff of different sections of the college and would spend time visiting them instead of going to lessons. When reminded about her college commitments she became silent, not replying to questions, but would later be verbally abusive from a distance.

Susan's tutor spent time renegotiating her college contract, checking that

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Susan wished to attend the lessons on offer and checking possible problems. Susan agreed that her attendance and punctuality would be monitored daily, and greater support given to reminding her of timings. Improvements were noticed immediately.

Susan was keen to have another Partner, and one was found for her. This time her Partner, Kerry, was an experienced 19 year old volunteer who was returning for a third year to the scheme, having spent lunchtimes a PVC1 in the previous year and prior to that supported students in their basic skills in lessons. Kerry was following a BTEC course in Business Management, having progressed from foundation level to advanced. She had experienced some difficulties with learning at school and was rather shy but had visibly gained confidence during her years at college.

It was agreed that the two should have lunch together, and also that Kerry should support Susan to use the Open Access computers, in which she was very interested. After two weeks, Susan again began to arrive late or not at all. The final straw came when Kerry was late herself. Susan began shouting loudly at her, to the extent that Kerry was reduced to tears. Kerry decided that she did not want to continue the relationship. Discussing the situation afterwards, Kerry explained that she felt that while the relationship began well, Susan had gradually become bossy and abusive of her, saying things like “ I’m going to treat you like shit ” and “ you only care about yourself ” . Susan said that everything had gone wrong and that she needed someone to talk to .

Susan’s story illustrates the importance of social skills in sustaining a voluntary relationship. Susan’s experience at school was of interacting either with less able peers or with staff. While she had learnt to follow her timetable and to travel independently, college gave her her first opportunity to opt out of activities or to pursue different ideas as they came up. She had little understanding of the impact that her own behaviour had on others’ feelings, although she could see that there was a problem.

Susan decided to see a college counsellor on a weekly basis to discuss her feelings. She continued to meet mainstream student volunteers in her timetabled PVC1 lessons, where she was able to practice the skills of making friends. During her three years at college she gradually moderated her manner,

becoming progressively more popular and independent. In her final year she developed a close friendship with a young man on the course and also found and kept a paid part time job.

Vignettes

3. Simone

Simone is a young woman of 19 with severe learning difficulties associated with Down's Syndrome. She attended a special school in the borough, for pupils with SLD. While she needs support in all areas of literacy and numeracy, she is a quietly confident person with clear preferences. She is particularly interested in dance and drama and would like a career as an actress. She has many friends, including a boyfriend who she sees out of college, with support from home.

Simone lives with her parents, who come from Spain and maintain strong links with extended family there. They run a Spanish restaurant in which Simone works part time. Simone had no opportunities to share integrated activities at school, although a weekly link with RUTC gave her the chance to mix with others in the canteen. At home, she has an older sister and brother, and spends time with them, including swimming, aerobics and dancing. She attends a mainstream dance class.

Simone's family feel that meeting others without learning difficulties would broaden her horizons and make her life more interesting. They support her to meet her friends outside college and are willing that she should learn to travel independently by bus but are anxious about the risks involved.

Simone found Partner to the mainstream college drama class, and also had individual tuition in Spanish. She met Partners in her lessons (cafe, cookery, French, art, gardening and shopping).

4. Paul

Paul is 20, in his second year at RUTC. He attended the borough school for pupils with severe learning difficulties. He has Down's syndrome and does not read, write or handle money easily, although he is a good time keeper. He is a very sociable person but sometimes gets upset because of conflicts with friends.

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His speech can be hard to understand, and is supplemented by Makaton signs, which he uses and understands.

Paul sees himself living independently one day, with a wife and a motorbike, and enjoys the freedom of the college environment. He has many interests, especially snooker and football, and enjoys socialising. He is keen to meet mainstream students, particularly girls. At school, Paul did not have the opportunity to join integrated activities apart from the college link course.

Paul lives with his parents and his older sister who he gets on well with. He enjoys going with his father to a working man's club ; he says he likes his pint and gets on well with his father's friends. He would like to work at the club. Paul also attends the Gateway Club for people with learning difficulties. Paul's family support him to be independent although they are fearful that he might get 'led astray'.

Paul was enthusiastic about the Partners scheme and found a Partner for snooker, for lunch in the canteen, and for football as well as meeting Partners in lessons of PVC1 (cookery, woodwork, music, basic skills and French). He continued with all these activities in his second year.

5. Jason

Justin, aged 18, attended a school for students with severe learning difficulties which was not linked to RUTC. He has learning difficulties associated with hydrocephalus, and moderate visual impairment. Jason takes strong medication for epilepsy, which makes him drowsy. Jason has many skills, especially in practical areas such as woodwork and gardening, and has clear speech although he lacks literacy and numeracy skills.

On starting college, Jason was not able to make choices about preferred activities or to visualise preferences about future aspirations. While Jason seems keen to be at college, he has great difficulty in socialising and is extremely uncomfortable speaking to others, either in a group or individually, and prefers to distance himself from others when called on to contribute. He is much more comfortable speaking in informal situations such as during a practical activity.

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Jason lives with his parents and had three older sisters. Jason's social activities revolve around the family, who are strongly protective of him. His mother feels that travel training would not be possible for him and he does not leave the house without supervision.

Jason found a Partner to spend a lunchtime with each week.

6. Nasir

Nasir, an Asian young man aged 18, attended the local SLD school and experienced the college link course. He has Down's syndrome and has functional literacy and numeracy skills at survival level. He has difficulty with all fine motor skills and lacks physical co ordination. He has an excellent memory and is always well informed about dates and facts. He likes to know everyone's timetables and arrangements and can be anxious about planning ahead. He speaks clearly, although others complain that he 'butts in' too much. He would like to attend the local day centre when he leaves college.

Nasir lives with his parents and his brother, who is 6 years younger than him. His family reports that he does not play with his brother very much. Nasir belongs to a local scout group, which he attends with a friend from school. Nasir has experienced bullying at school and can be vulnerable to victimisation as he is extremely compliant. His family feel that he is not ready to travel independently, largely because of social risks.

Nasir was ambivalent about having a Partner. He tried meeting a volunteer for lunch but was reluctant to stay with him, preferring to stay with staff. He met volunteers in his lessons (cafe, cookery, shopping, music, basic skills and French)

7. Wayne

Wayne is 17, and in his second year at RUTC. He attended the local special school for students with moderate learning difficulties, where he was described as having generalised learning difficulties at a borderline between moderate and severe. He has literacy and numeracy skills at survival level but needs to use a word processor for legibility. He speaks quickly and can be hard to understand although he perseveres by repeating himself. He is extremely tall and has some difficulties with balance which make him cautious about uneven

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or moving surfaces. He tends to distance himself from others although he attends to all that is going on around him.

Wayne suffered some bullying at school by other pupils and it was felt that he would benefit from continued education in order to mature and develop basic skills and social maturity. Wayne found it hard to think what he might like to do on leaving college, but is interested in work. He is very keen on cars.

Wayne lives with his parents and with his twin brother, one older brother and one older sister, who are a close knit family. The family spend much time together and have a wide range of interests including tennis, football, walking, days out, and Wayne plays board games with them in the evenings. Wayne also goes to after school club for people with learning difficulties at his school. He does not take part in any regular mainstream activities without his family but is friendly with neighbours and numerous friends through them.

Wayne was keen on improving his maths skills and found a Partner to give him 1:1 tuition, as well as meeting Partners in the lessons of PVC1. His parents worry about he will cope without them and feel he is not ready for independent travel, although they feel that social integration would help his speech and give him a broader outlook. In his second year of the scheme Wayne found another maths Partner and continued to meet other volunteers in his lessons (cafe, cookery, basic skills, gardening, music, shopping).

8. Lydia

Lydia is 19, in her second year at RUTC. She has severe learning difficulties and has also recently recovered from a life threatening illness. She attended the local SLD school and attended the school link, although she missed a great deal of school during her medical treatment. She has no literacy and numeracy skills but is able to carry out a range of domestic and self care tasks. She has some difficulty in chewing and swallowing and is prone to choking. She is a sociable and positive young woman although she can be subject to mood swings in which it is hard for her to explain the problem. Communication is difficult for her ; she can make herself understood among those who know her, but finds it hard to make choices or process new information without strong contextual clues. Lydia is strongly creative, particularly in areas of music and dance.

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Lydia lives in a group home for people with learning difficulties, where she is supported to build on her life skills and leisure interests. Her family lives locally, and she sees her mother at weekends. She has two older sisters who introduce her to their friends. They spend time together, walking, shopping, playing ball games and watching the TV. She does not take part in any other integrated activities, but her mother feels that she would enjoy and learn from mainstream peers. Lydia is not able to travel independently and needs support in most activities.

Lydia was not able to select Partners activities in her first year but her tutor suggested that she would enjoy having a Partner at lunchtimes, and she spent one lunchtime each week with a friend and two Partners, quietly having lunch together. The Partners gave her some help with her food, eg peeling her orange, and were able to encourage her in safe eating habits. Lydia also worked with Partners in her lessons (cafe, cookery, music, art, Duke of Edinburgh Award, shopping and French). In the year of the research study, Lydia and her friend met new Partners (twins) for lunch and later joined an aerobics class with them.

9. Robert

Robert is 18 and attended the local SLD school, having followed the link course to RUTC. He has Down's syndrome and is an extremely sociable and confident young man. He has a social sight reading vocabulary and can tell the time, although he needs lots of help with writing and with money. He uses the bus to travel to college. Robert likes music, dance, drama and sport.

He lives with his parents and with his sister who is one year younger than him, and his brother who is 4 years younger. He plays with them, including basketball and football on the street, watching TV and going on outings but does not mix with their friends. His family has always supported him to take up opportunities and he belongs to the scouts, going camping with them.

Robert's family were keen for him to join integrated activities, and he joined Partners for snooker and football, as well as meeting them in his lessons (cafe, cookery, woodwork, music and pottery).

10 Andrew

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Andrew is 17 and in his second year at RUTC. He attended the local school for students with moderate learning difficulties, from which he was excluded in his last term because of his behaviour. Andrew has many independence skills and is 'streetwise' but vulnerable, his traumatic family history requiring him to fend for himself throughout some extremely difficult times. It is hard to assess the degree of Andrew's learning difficulties amid emotional and behavioural issues that may border on mental health problems. Andrew has not acquired literacy skills and it is likely that he has specific learning difficulties although he also needs support in all areas of the curriculum. Andrew alienated his peer group at school and was not sought as a friend. He was keen to join PVC1 and saw himself as able to help others in the group, also feeling that the high staff ratio would help him to learn to be more sensible.

Andrew moved from his family home into semi-independent accommodation in the months before the research study began. He has previously lived with his mother, step father and two brothers. His family wanted Andrew to mix with others who would encourage him to behave, and for him to learn skills to get a job, and Andrew agreed with these goals.

In his first year Andrew did not apply for an individual Partner, but met volunteers in his lessons (cafe, cookery, basic skills, gardening, pottery) and in lunchtime activities (snooker, football, lunchtime club). He continued on this basis in his second year, when he also applied and was accepted to be a Partner to another PVC1 student in his cookery lesson.

ENROLMENT INTERVIEW : STUDENTS WITH SEVERE LEARNING DIFFICULTIES To be used with the parent / keyworker questionnaire
Preceded by Introductory chat about college

Do you remember your school ? Tell me about it.
description of segregated setting
Who were you friends with ?
SLD/ mainstream references

Did you spend some time at any other schools or colleges ?
check mainstream links
Who did you meet there ?
SLD / mainstream references

Who was in your lessons with you ?
SLD / mainstream references

Who did you have your breaks/lunchtimes with ?
SLD / mainstream references

What do you do out of school/ college ?
clubs/ family activities

Who do you do them with ?
SLD / mainstream references

Have you got any brothers/ sisters ?
social integration at home

What do you do with them ?
integrated activities

Do you meet anyone who has not got a learning difficulty ?

Would you like to ?

Refer to Partners Scheme (Already explained in class)

Why would you like to join the Partners scheme ?
what do you want to do ?
what do you want to get out of it ?
make friends
learn skills

Do you know any students from other courses ?
what are they like ?

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What do you expect that students from other courses will be like ?

Appendix 8.3b

SUPPORT INTERVIEW : STUDENTS WITH LEARNING DIFFICULTIES

Identify day / time / of Partners activity. Speak about each in turn

What have you been doing ?

conception
activity

How has it been going ?

expectations
countered
confirmed

How have you been getting on with (named volunteer ?)

What is he/she like ?

conception
volunteer characteristics

Tell me more about what you have been doing

relationship
on task
balance
social factors
educational factors
contact outside the sessions

Has it been OK for you ?

enjoyability
problems
logistics
personal issues
characteristics

Who do you know ?

photograph album

Has Partners changed the way you feel about students from other courses in any way ?

views about disability before joining
new attitudes or perceptions
views about integration

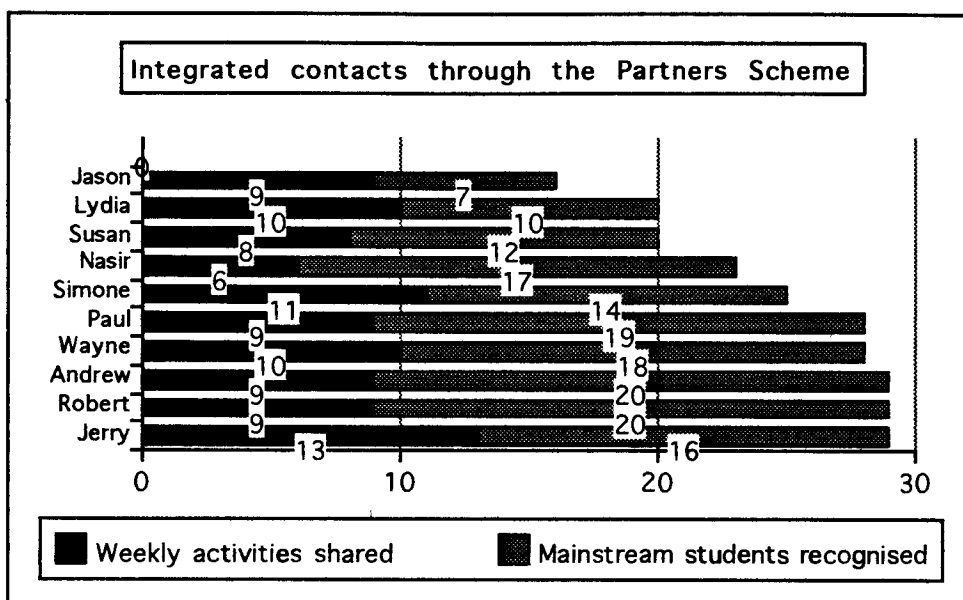
Do you do anything different ?

behaviour

Can we change things for the better ?

support needs

Integrated contacts made through the Partners Scheme



Appendix 8.4 Number of weekly activities including mainstream Partners, and number of mainstream students recognised by SLD students in a photo album

MOTIVATION : students with learning difficulties

REASONS FOR WANTING A PARTNER					committed attenders
Students with learning difficulties					
		motives			
New students		socialise	share activity	improve skill	
Susan	to have lunch with someone	1			
Simone	to go to drama with ; to improve Spanish speaking		1	1	*
Nasir	to talk to	1			
Robert	to muck about with	1			*
Jason	to play snooker and football with		2		*
Returning students					
Lydia	no response				
Jerry	to do circus skills, to sing, to meet girls	1	2		*
Wayne	to be better at maths			1	*
Andrew	to learn how to be sensible			1	
Paul	to play snooker, to sit with in the canteen	1	1		*
total		5	6	3	

Appendix 8.5 Reasons given by 9 students with learning difficulties for joining the Partners Scheme.

Appendices 8.1 - 8.13

ATTITUDES TOWARDS DISABILITY : Distribution of responses							
ATTITUDE STATEMENTS BEFORE INTERACTION sorted by previous experience							
Responses by mainstream students							
Previous experience	no exp	some experience				total	
Volunteers	31	23				54	
Attitudes towards disability	77	71				148	
Attributes of people with learning difficulties	49	30				79	
					subtotal		227
Responses by students with learning difficulties							
previous experience	no exp	experience					
students with SLD	5	5				10	
Attitudes towards mainstream students	14	10				24	
Attributes of mainstream students	17	16				33	
					subtotal		57
ATTITUDE STATEMENTS AFTER INTERACTION sorted by type of activity							
Responses by mainstream students							
Type of activity			lessons	leisure	tuition		
Volunteers			28	15	11	54	
Attitudes towards disability			96	62	24	182	
Attributes of people with learning difficulties			69	38	45	152	
Attitudes towards integration			26	18	10	54	
					subtotal		388
Responses by students with learning difficulties							
previous experience	no exp	experience					
students	5	5				10	
Attitudes towards mainstream students	25	16				41	
Attributes of mainstream students	29	22				51	
physical descriptors	4	5				9	
					subtotal		101
		total references by mainstream student					615
		total references by SLD students					158
	TOTAL REFERENCES BY ALL STUDENTS						773

Appendix 8.6 References to disability made by 54 mainstream volunteers and 10 students with severe learning difficulties (1994-1995)

Appendices 8.1 - 8.13

ATTITUDES TOWARDS MAINSTREAM STUDENTS expressed by students with SLD							
Before interaction							
		no exp		exp		total	T%
		N	%	N	%		
students with SLD		5	50	5	50	10	100
attitude references		14	58	10	42	24	100
NEGATIVE REFERENCES		% of 14		% of 10			
negative perceptions							
	they don't go to lessons	1		0			
	they should be told off	3		0			
	subtotal	4	28	0	0	4	17
practical concerns/ worries							
	they might tease me	1					
	feel shy about meeting	1		1			
	subtotal	2	14	1	10	3	12
POSITIVE/NEUTRAL REFERENCES							
neutral perceptions							
	they have boy/girlfriends	2					
	there are lots of them	2		1			
	don't know them			1			
	subtotal	4	28	2	20	6	25
positive expectations							
	want to see them again			3			
	excited about meeting them	1					
	good idea to meet	1					
	want to do things with them	2		4			
	subtotal	4	28	7	70	11	46
	TOTAL	14	98	10	100	24	100

Appendix 8.7 Attitudes of students with severe learning difficulties towards their mainstream peers. % of 24 references made by 10 students, before interaction. 5 students are new to the scheme, and 5 are returning for a second year. (1994-1995)

Appendices 8.1 - 8.13

ATTRIBUTES OF MAINSTREAM STUDENTS described by students with SLD							
Before interaction							
		<i>no exp</i>		<i>exp</i>		<i>total</i>	<i>T%</i>
		N	%	N	%		
students with SLD		5	50	5	50	10	100
attitude references		17	58	16	42	33	100
ATTRIBUTES OF MAINSTREAM STUDENTS		% of 17		% of 16			
Positive attributes							
	OK/all right			5			
	good	3					
	friendly	2		4			
	caring	1		0			
	look nice	1		0			
	sexy	1		1			
	can do things	1		3			
	a laugh			1			
	<i>subtotal</i>	9	53	14	87	23	70
negative attributes							
	naughty/noisy	4		1			
	scruffy	2					
	teasing	1					
	scary	1					
	unreliable			1			
	<i>subtotal</i>	8	47	2	12	10	30
	TOTAL	17	100	16	99	33	100

Appendix 8.8 Attributes of mainstream students expressed in 31 references made by 10 students with severe learning difficulties before interaction. (1994 -1995).5 students are new to the scheme, and 5 are returning for a second year.

Appendices 8.1 - 8.13

ATTITUDES TOWARDS MAINSTREAM STUDENTS expressed by students with SLD							
After interaction							
		no exp		exp		total	T%
		N	%	N	%		
students with SLD		5	50	5	50	10	100
attitude references		25	61	16	39	41	100
			% of 25		% of 16		
Positive perceptions							
	I like them	4		5			
	they help me	4		3			
	I get on with them	3		2			
	they are nice to me	4		3			
	they don't tease me	2		1			
	I like to muck about with t	3		1			
	subtotal	20	80	15	94	35	85
neutral perceptions	not as old as me	3		1			
	not like teachers	1		0			
	subtotal	4	16	1	6	5	12
negative perceptio	should dress better	1		0			
	subtotal	1	4	0	0	1	2
	TOTAL	25	100	16	100	41	97

Appendix 8.9 Attitudes of students with severe learning difficulties to their mainstream peers. % of 341 references made by 10 volunteers after interaction (1994-1995). 5 students are new to the scheme, and 5 are returning for a second year.

Appendices 8.1 - 8.13

ATTRIBUTES OF MAINSTREAM STUDENTS described by students with SLD							
After interaction with mainstream students		no exp		exp		total	T%
		N	%	N	%		
Students with SLD		5	50	5	50	10	100
attitude references		29	57	22	43	51	100
POSITIVE ATTRIBUTES			% of 26		% of 22		
positive attributes	OK/all right	5		5			
	friendly	4		5			
	good	3		3			
	can do things	6		3			
	makes me laugh	2		3			
	nice people	4		1			
	sexy	1		1			
	not scary	1					
	subtotal	26	90	21	95	47	92
negative attributes	scruffy	2		1			
	cheats	1					
	subtotal	3	10	1	4	4	8
	TOTAL	29	100	22	99	51	100

Appendix 8.10a Attributes of mainstream students as described in 51 references made by 10 students with severe learning difficulties after interaction. (1994-1995) 5 students are new to the scheme, and 5 are returning for a second year.

Attitudes of SLD students towards their mainstream peers.		
After interaction with people with learning difficulties		
		N
SLD students		10
References to attributes		9
ATTRIBUTES OF MAINSTREAM STUDENTS		
Physical appearance : neutral descriptors		
	wears a cap	1
	curly hair	1
	woman	2
	short man	1
	big man	1
	long hair	1
	short hair	1
	plaits	1
	total	9

Table 8.10: Physical attributes of mainstream students as described by 10 students with severe learning difficulties after interaction (1994 -1995)

Appendices 8.1 - 8.13

A	B	C	D	E	F	G	H	I	J	K
SOCIAL STRUCTURE AND RELATIONSHIPS IN THE PARTNERS SCHEME										
Students with learning difficulties										
setting		lessons		leisure		tuition		total		
		N	%	N	%	N	%	TN	T%	
STUDENTS		10		8		3		10		
REFERENCES TO ACTIVITIES		13	41	16	50	3	9	32	100	
friendly/equal			% of 13		% of 8		% of 3			
	Mucking about	1								
	Singing in the garden	1								
	Put a tree up together	1								
	Teasing (Partner) about being my girlfriend	1								
	Planted potatoes together	1								
	My friends	1		2						
	Play (snooker) with partners and friends. Sometimes they join in, sometimes they don't			1						
	It's all right			1						
	Gave me a massive hug			1						
	Talking in the canteen. Both telling about yourself			3						
	3 other friends come with me. We sit in the corridor			1						
	Bring my tape and sing with her and record it			1						
	Both learning to juggle			1						
	I'm sometimes in charge : sort out the cues etc			1						
	We set it up together, organise who will play who			1						
	subtotal	6	46	13	81	0		19	59	
helper/facilitator										
	Like a friend; help me out if I'm stu	4		1						
	Doing the potatoes and help me	1								
	Typing out stories. We do it together and they can help	1								
	Set up the room. watch. supervise. we all help			2						
	subtotal	6	46	3	19	0		9	28	
tutor										
	I am typing. (Partner) helps with full stops and that. He checks it and he does his work as well.	1				1				
	He tell me what to say, helps me say it right					1				
	She gives me sums. Marks them					1				
	subtotal	1	8	0		3	100	4	12	

Appendix 8.11 PARTNERS' ROLES : Social structure and relationships in Partners activities. References made by 10 students with learning difficulties.

Appendices 8.1 - 8.13
Appendices to Chapter Eight

PROBLEMS EXPERIENCED BY STUDENTS WITH LEARNING DIFFICULTIES				
		number	% of 10	
Students		10	100	student
References to problems		10	100	
Interpersonal problems	I said bad things to her	1		Susan
	I hit her	1		Andrew
	I was upset at lunchtime	1		Andrew
	(SLD student) was mucking about	1		Jerry
	(SLD student) was screaming	1		Robert
	(I was) crying	1		Lydia
	<i>subtotal</i>	6	60	
activity	want to have lunch with Partner	1		Susan
	I walked out of the lesson	1		Andrew
	<i>subtotal</i>	2	20	
resources	computer disc broke	1		Wayne
	<i>subtotal</i>	1	10	
attendance	volunteer left college	1		Susan
	<i>subtotal</i>	1	10	
	<i>total</i>	10	100	

Appendix 8.12 Problems mentioned by 6 students with learning difficulties

Appendices 8.1 - 8.13

'GOOD THINGS' ABOUT THE PARTNERS SCHEME			
described by people with learning difficulties			
		number	% of 10
Students		10	100
References to benefits		10	100
			% of 26
getting help	someone next to me to help me	2	
	help me learn Spanish	1	
	can ask if I am stuck	2	
	help me in the canteen	2	
	<i>subtotal</i>	7	27
making friends	meeting lots of people	3	
	having someone to say hello to	2	
	meet their friends	2	
	someone to talk to	2	
	<i>subtotal</i>	9	35
doing activities	doing circus skills	1	
	doing drama	1	
	doing Spanish	1	
	eating lunch	1	
	<i>subtotal</i>	4	15
having fun	its a laugh	3	
	muck about	1	
	<i>subtotal</i>	4	15
being independent	don't need teachers	1	
	can go by ourselves	1	
	<i>subtotal</i>	2	8
	TOTAL	26	100

Appendix 8.13

Benefits of the Partners Scheme : 'good things ' identified by 10 students with learning difficulties.

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